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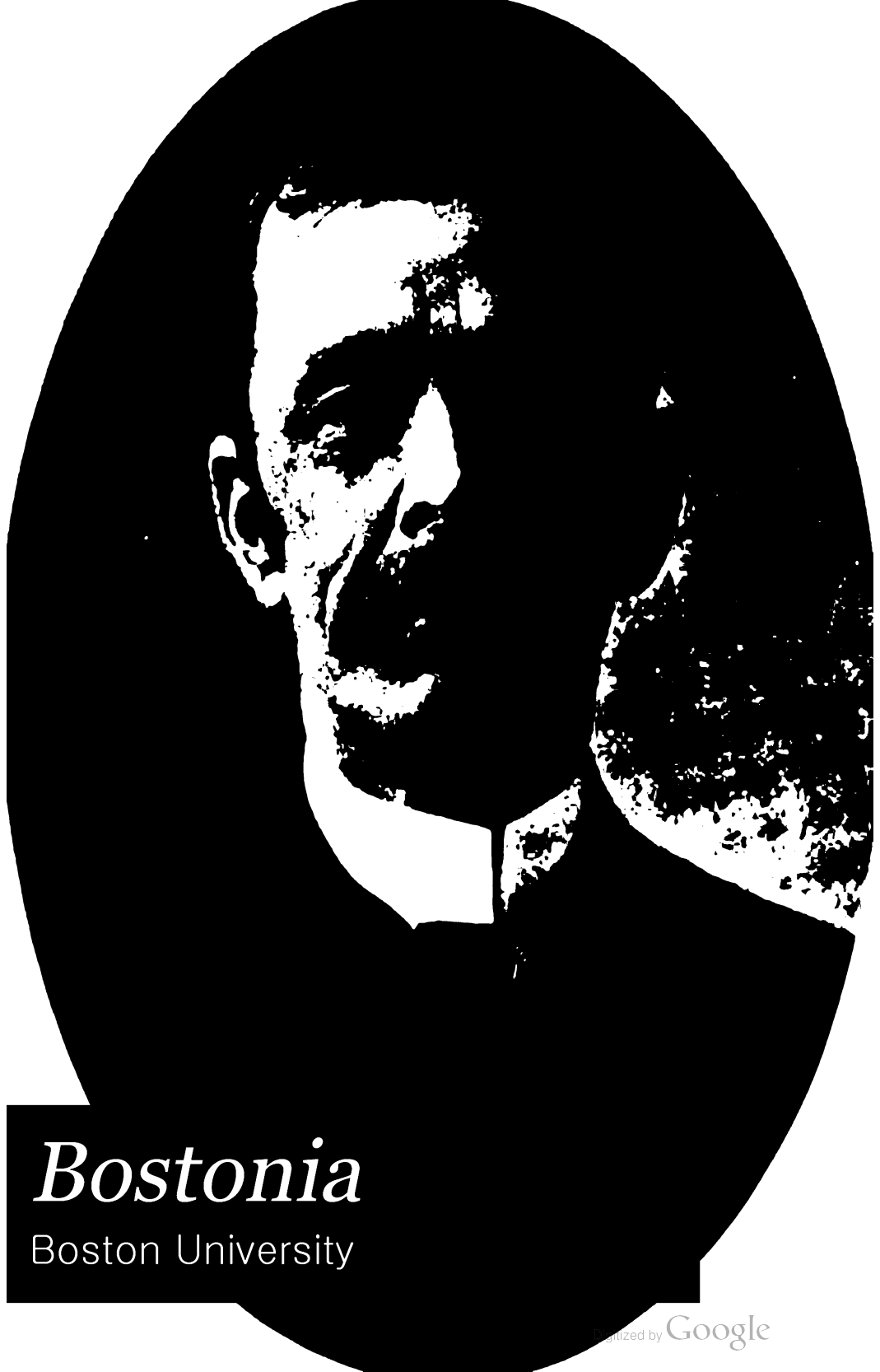
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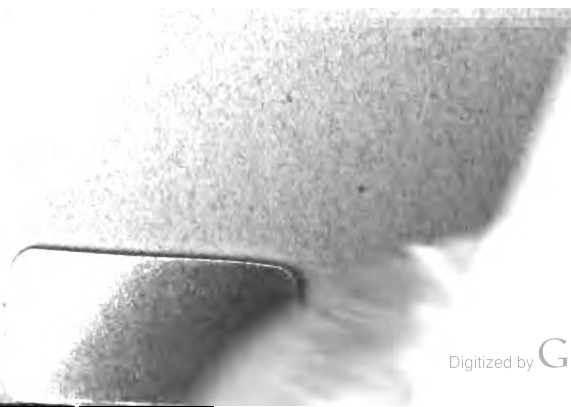


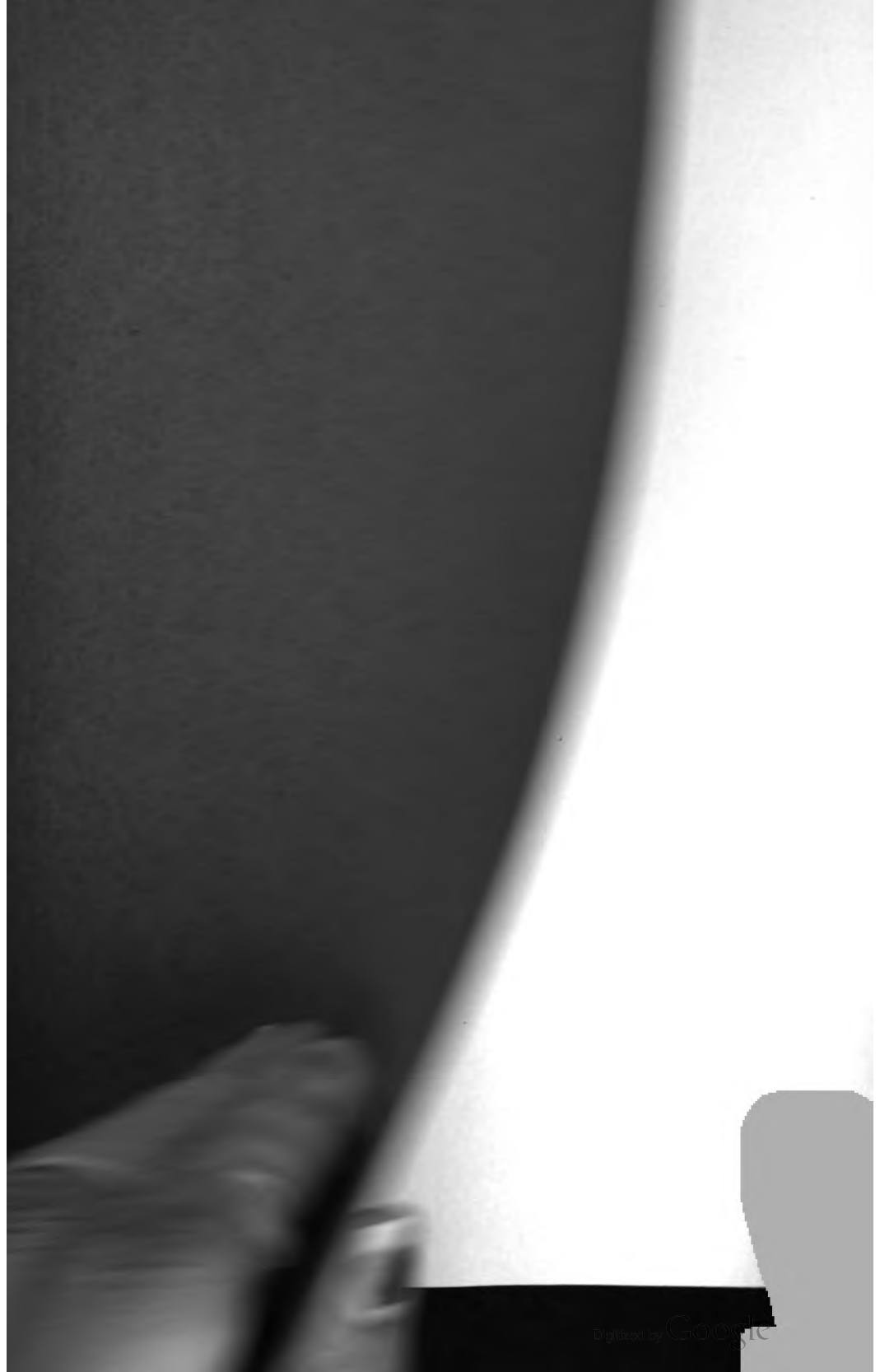
Bostonia

Boston University



1927





Vol. X.

April, 1909

No. 1

509714

BOSTONIA

Where shall the scholar live?
In solitude or in society?
In the green stillness of the coun-
try, where he can hear the heart of
Nature beat, or in the dark gray
city, where he can feel and hear the
throbbing heart of man? I make
answer for him, and say, In the
dark gray city. LONGFELLOW



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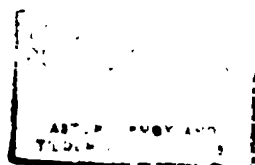
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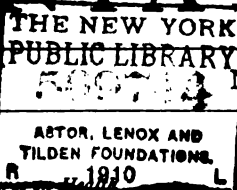


HUGH CLIFFORD GALLAGHER

BOSTONIA

Vol. X.

APRIL, 1909



No. 1

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HUGH CLIFFORD GALLAGHER.

HUGH CLIFFORD GALLAGHER was born in Sackville, New Brunswick, Aug. 25, 1855. He received his education in the schools of Sackville and Dorchester, N. B., leaving at the age of thirteen, when his father died, to go to work for Mr. Alexander Robb, of Dorchester, N. B., who kept a store for general merchandise. After three years he left Mr. Robb to be with his brother-in-law, Mr. J. D. Turner, who was in the commission business in St. John, N. B.

In 1873 he came to Boston and worked in the factory of the Smith American Organ Co. until 1878, when he entered the employ of Josiah Webb & Co., chocolate-makers. When that business was purchased by the Walter Baker Company he retained his position. He was gradually promoted until, in 1904, he was elected president of the company, which position he holds at present.

Mr. Gallagher married Miss Edith Everett, of Dorchester, Mass., on Sept. 22, 1880. The younger of their two daughters, Edith Charters, died in May, 1908, at the age of twenty-four.

Soon after coming to Boston in 1873 Mr. Gallagher associated with the Dorchester First Methodist Episcopal Church, and has always been actively

interested there, serving for sixteen years as secretary of the Sunday school, then as church treasurer, and now as a trustee.

Throughout his residence in Milton, Mass., to which place he moved twenty-five years ago, Mr. Gallagher has been interested very actively in all that concerns the welfare of the town. He has been affiliated somewhat with State political affairs, and for several years has been treasurer of the Republican State Committee.



A LITERARY PILGRIMAGE.

Professor Lyman C. Newell, Ph.D.

TOURISTS do what they must; travelers, what they choose. Being members of the latter class, we spent an entire summer in the British Isles, leisurely and worshipfully, as genuine pilgrims have done for ages. Our pathway stretched north and south from Inverness to Land's End, while we went eastward and westward many times, seeking, as we chose, architecture, science, folklore, art, history, scenery, and literature. It is of the last we would tell.

No tourist, and certainly no traveler, would think of omitting a pilgrimage to the land of Scott. Indeed, how could he? Scott is ubiquitous. From Peveril Castle on its peak, which we saw one rare day in Derbyshire, to numberless castles in the Highlands, this indefatigable purveyor of ballad and novel has left a trail, always alluring and never concealed. Stories read in early youth flashed vividly into mind as we sailed on the lakes, crossed and recrossed the border country, wandered about Edinburgh and other Scotch cities, or stood, as we did many times, before the grand monument to Scott on the main street in Edinburgh. A judicious plan provided several days at Melrose. Our room looked out upon the Abbey — Scott's favorite Abbey. The days were mild and gray, just fitted for a pilgrimage to Abbotsford, where much is to be seen of Scott the man, and to Dryburgh, where the tomb in the only remaining structural part of the artistic ruin forces upon one the pathos of his later life. We walked along the Tweed in the twilight, catching frequent views of Melrose Abbey, which seemed to typify Scott; for historically it rose at first in stateliness, ruled for a time with regal power, and finally stands in crumbling magnificence, telling not of present decay, but rather of former power.

A succession of sunny days held us in the lake country, where every hill, and dale, and lake breathes the name of Wordsworth. By a fortunate choice we visited Hawkshead first. Here Wordsworth spent his youthful school-days. The primitive lodgings, though picturesque still, were uninteresting, but the old grammar school evoked enthusiasm. The door was locked, so we climbed up and peered through the window into the little room where Wordsworth sat as an impatient schoolboy. Our efforts to climb up in unlawful ways were not wholly successful, but our intentions were rewarded, for a lad soon appeared with a ponderous key, unlocked the door, and ushered us imperiously into the schoolroom. He verified our selection of the desk upon which the youthful poet cut his name. The section containing the crude letters now hangs upon the wall, while a glass-covered card upon the seat condones the original defacement of school property.

The next day a dalesman drove us from Ambleside along the Rothay River, past Wordsworth's seat — a huge rock upon its bank; within sight of Rydal Mount, where the poet resided forty years; by Nab Cottage, where De Quincey lived several years and Hartley Coleridge subsequently passed his chaotic days; hard by Dove Cottage, where Wordsworth lived with his sister Dorothy when they first came to the Lake Country; and on to the church at Grasmere.

"Not raised in nice proportions was the pile,
But large and massy; for duration built;
With pillars crowded, and the roof upheld
By naked rafters intricately crossed."

We sat awhile in Wordsworth's pew and read the tribute to the poet by Keble. In the yard behind the church is Wordsworth's grave. Near-by lie the other members of his family, and Coleridge's son Hartley. This sacred spot reverently visited by thousands every summer was chosen by Wordsworth. We walked back to Dove Cottage, where brother and sister lived so frugally in body and so fruitfully in spirit. The books, portraits, and furniture exposed for a sixpence seemed sordid, so we slipped out through the tiny kitchen into the garden. Here Wordsworth really lived in the formative years, for his study was in the open and his chief book was nature. After a rest here, a short walk up the hill along the old highway toward Ambleside brought us to the rustic wishing-gate. Below us stretched the vale of Grasmere, with its lake, village, and church, and in the distance the fells—peaceful and beautiful beyond description, save in the language of the poet, who often came to this favorite spot. In the long twilight

of another day we crossed the Rothay near the old church and walked to Fox Howe, where Thomas Arnold lived, and then to the stepping-stones, crossing and recrossing

"stone matched with stone
In studied symmetry, with interspace
For the clear waters to pursue their race."

Farther on we crossed the stream again by the Pelter Bridge and returned to Ambleside along the highway so often trod by pilgrims who are lured to the lake land, stopping only once for a glimpse of The Knoll, the home of Harriet Martineau.

Another day we coached over Kirkstone Pass to Ullswater. This lake and its surroundings are undoubtedly the most beautiful in the lake district. Tracts near the lake now belong to the nation; one of especial beauty includes Gowborrow Fell and Aira Force. Both mountain and waterfall have been immortalized by Wordsworth. The poetic beauty of this region is infectious. Even the stolid captain of the lake steamer knew his Wordsworth, and as we sailed along he pointed out historic and poetic spots, quoting line after line from the poems. Gowborrow Park was his favorite spot. Here in the spring, he told us, daffodils carpet the sod to the water's edge. Wordsworth's poem "The Daffodils" was inspired by this floral profusion, and our captain knew the whole poem. Part of the shore adjoining the park was recently purchased by a hotel-owner at Ullswater and planted with daffodils, thus ensuring the poet a golden tribute for many years. Still another day found us coaching over the hills to Conistone. Ruskin lived on the shore of the lake, and is buried in the churchyard. His grave is marked by a magnificent memorial cross. It is of delicate gray-green slate and is modelled after monuments erected before the Norman Conquest. Ideal sculpturing on both sides of the cross depict the life-work of this writer, artist, and critic. The Ruskin Museum contains a judicious collection of original drawings, manuscripts, note-books, tributes, and mementos. After luncheon we sailed up and down Conistone Lake. Brantwood, Ruskin's home, was plainly visible from the steamer. It is a mansion, artistic in setting and commanding a magnificent view of Conistone Old Man and the other hills rising from the dale across the lake. Here Ruskin lived a quarter of a century, though throughout his life he was devoted to the whole lake land. When a boy he was taken to the shore of Lake Derwentwater, and a monument now marks this beautiful spot at Friar's Crag. In deference to a wish expressed in his old age, he was not buried in Westminster Abbey, but in the quiet churchyard beside the lake

at Coniston. His artistic influence is still active in the Lake District. A few days later, when at Keswick, we visited the Ruskin Linen Industry and School of Embroidery, where under the refined supervision of Miss Twelves the country people are weaving linen on hand-looms and embroidering it in artistic designs, many of which were loaned or suggested by Ruskin.

One glowing day we coached from Ambleside to Keswick, passing again the homes of Wordsworth and stopping a second time at the church in Grasmere to read Dr. Arnold's prayer and Keble's tribute to Wordsworth. Along this highway the lake poets and their friends walked, Dorothy Wordsworth herself even going to Keswick and back thrice a week for the mail. Few coaching-trips in the British Isles surpass this one in beauty, and none equals it in poetic inspiration. Every spot along the highway, every view of sky, lake, and mountain, has been celebrated by Wordsworth in his poems. After a rest until sundown, we walked along the shore of Lake Derwentwater to Friar's Crag. Near the monument to Ruskin we boarded an electric launch and sailed across the lake to Lodore Falls, made famous by Southey's familiar lines. Alas, no water came down at Lodore! The sunny days had been too continuous. Next morning we walked to Greta Hall, where Southey lived forty years. It is an unattractive building, now occupied as a dormitory by the boys of a neighboring boarding-school. Nothing in the house recalls Southey except a few letters and portraits. But we had our memories. Southey was born in Bristol. There we saw his bust in the cathedral, and likewise visited Mary Redcliffe, the church where he was married just before he went to Greta Hall in 1804. Coleridge, who had lived here before Southey, freely came and went in his later restless days, leaving his wife (Southey's sister-in-law) to be cared for by the Southeys. The rooms were cheerless, but Southey's study faced the sun and the Greta River, and the largest room of all was his library. Across the Greta River and a little beyond is Cross-thwaite Church, which Southey attended. It is an old church, and the verger seemed almost as old as the walls themselves. We cared not so much for his well-worn tale of "Saint Kentigern" as for the memorial to Southey, a full-length recumbent effigy in white marble. He seemed merely to sleep beneath the pure folds of stony garments. A touching tribute by Wordsworth is carved on a panel at the foot. Without is his grave, close by the sunny wall covered with golden roses and ivy.

On our journey to Edinburgh we stopped a few minutes at Ecclefechan — long enough, however, to recall that Carlyle was born and buried there.

Later, while at Glasgow, we saw Whistler's renowned portrait of Carlyle. These brief though pleasing reminders of Carlyle became more significant when we made a pilgrimage from noisy London to the unpretending residence of Thomas Carlyle, "the sage of Chelsea," from 1834 till his death in 1881. It is now a memorial museum, and contains furniture and books which belonged to Carlyle, together with many portraits, manuscripts, and letters. The genial custodian let us wander about unattended, and doubtless we were more graciously treated than if the gruff man who once lived here had been at home. The mementos of Carlyle's intercourse with German celebrities were deeply instructive, but the most interesting feature of the house was the attic room used as a study. It was planned by the sensitive occupant and designed to be noise-proof. No provision, however, was made for ventilation; so when of necessity the skylight was opened, shrill whistling and distant rumbling disturbed Carlyle as he was writing "Frederick the Great." In the park at the foot of the street is the statue of Carlyle, representing him as seated, with his hat and books beneath the chair. We sat down near it, talked over what we had seen, and recalled stories told of Carlyle. Only one can be repeated.

The sage wore a very large hat, and as he shuffled along Cheyne Walk one day, two cockneys passed. One said, "W'at a 'at 'e 'as hon 'is 'ead." "Aye," said the other; "but w'at a 'ead 'e 'as hin 'is 'at!"

A sojourn in Nottinghamshire, where we visited the vast estates of several dukes in the Sherwood Forest, was concluded by a pilgrimage to Newstead Abbey, the ancestral home of Byron. Only the west façade of the ancient church still stands, but the abbey was remodeled into a residence years ago. In Byron's early manhood it was the rendezvous of the prankish youth and his reckless companions. To-day it is a private residence, though the generous owner permits visitors to inspect the house, including the Byron rooms, portraits, and relics, and the gardens. Here we saw the room in which the writer of "Childe Harold" awoke one morning and found himself famous; the portraits of his faithful valet and his numerous friends; some gay garments and sporting paraphernalia; a few books and manuscripts — a pathetic and meagre collection. The section of the oak-tree in which Byron cut his name is preserved in a case with other relics. The most imposing room in the abbey is the great dining-hall, adorned with spoils of the chase and with ancestral portraits — all outshone, however, by Phillips's magnificent and dashing portrait of the poet himself. On the lawn is the oak-tree planted by Byron in 1798, and the monument with the touching, though ironic, epitaph which testifies to the firm friendship of

his dog Boatswain. The gardener was taciturn until we expressed our love for flowers, and then we were guided through a typical garden of a wealthy Englishman. Byron loved Newstead, praised it in his poems, and swore never to sell it. But the end came, and he left with a sad bitterness. Despite his passion, excesses, and pessimism, Byron is highly regarded by the English, a splendid testimony being the imposing statue of the poet which stands in the place of honor in the university library at Cambridge.

After a toilsome day of royal sightseeing, we left Windsor Castle late one afternoon and made a pilgrimage to Stoke Poges. It was almost the time of parting day when we walked through the lychgate into the country churchyard and stood beneath the yew-tree not far from the grave of Gray. We had already seen the medallion in the Poets' Corner in Westminster Abbey, the barred window of his room at Peterhouse in Cambridge University, and a manuscript of the immortal poem in the British Museum. But these memorials melted away in the presence of the yew-tree, the ancient graves, and the ivy-mantled tower. The palace of the king across the river, with its countless ornaments made by human hands, likewise passed from our minds in this immortal spot, simple almost to barrenness, at once human and divine. Not far away is the massive monument to Gray, reached by a sylvan path through Stoke Park. It stands alone in an open space, the only enclosure being a grassy circle trodden by countless pilgrims like ourselves. Like some other monuments to poets, it is crude, repellent, and prosaic; but as we read the quotations from the "Elegy" carved upon its sides, our eyes, suddenly lifted, caught a glimpse of the green tower, the spreading branches of the yew-tree, and the wall of the church with the simple tablet above the grave of Gray. It was enough. Silently we walked away from these earthly memorials, bearing upon our souls an indelible vision of the immortal poem.



Professor Lyman C. Newell read a paper on "Current Events and Recent Publications in Chemistry" at the thirty-first meeting of the New England Association of Chemistry Teachers, held at Simmons College, Saturday, February 13. Professor Newell will deliver an illustrated address at a meeting of the same association, May 8, on "A Chemical Pilgrimage in England."

OSMON BAKER WAY, M.D.

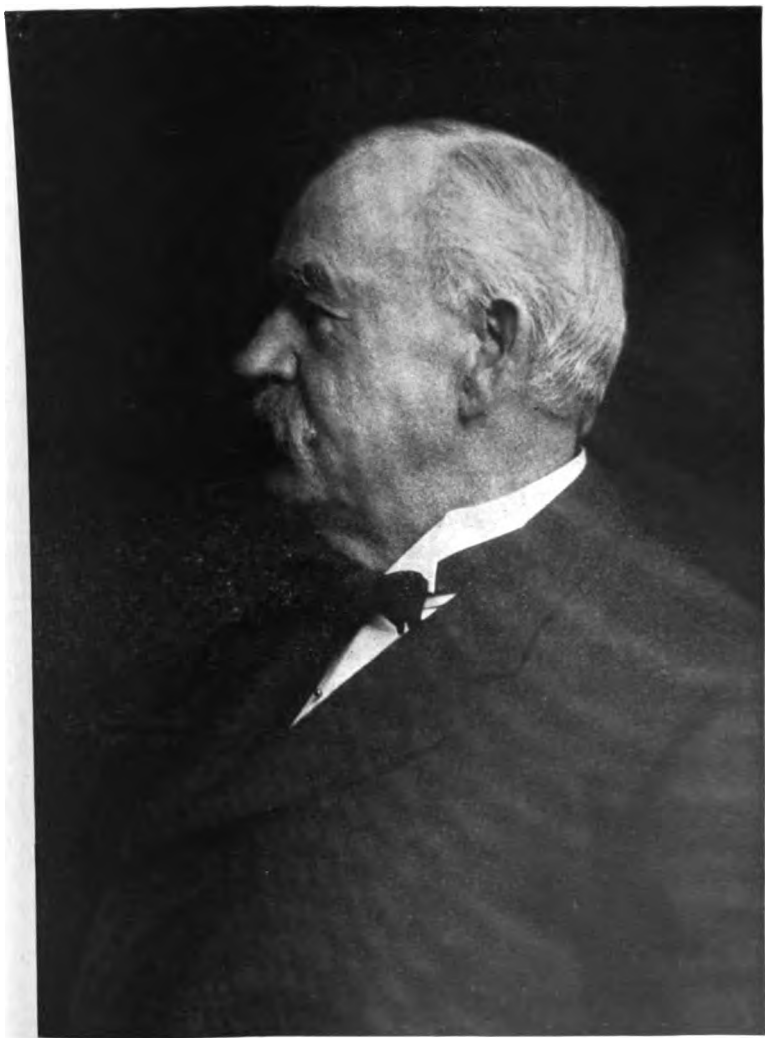
OSMON BAKER WAY, M.D., was elected, in January, 1908, a member of the Board of Trustees of Boston University. He was born March 22, 1840, and has been a resident of Claremont, N. H., since the age of four years. He is a nephew of the late Bishop Osmon C. Baker, from whom he received his name, and the late Alonzo A. Miner, D.D. He joined the Methodist Episcopal Church, the church of his parents, in boyhood, and he has continuously been its active supporter. He has been president of the church society thirty-five years; a trustee thirty-three years; and for many years superintendent of the Sabbath School, teacher, steward, and chorister. In 1880 he was lay delegate to the Methodist General Conference.

Dr. Way has borne no small part in the civic affairs of his town, and he has been honored with various positions of trust. He was superintendent of the public schools fifteen years; for twenty-six years a member of the High School Committee. He was a member of the Fiske Free Library Board of Trustees thirty-five years. In commemoration of his services in educational matters, a fine grammar-school building, recently erected, has been named "The Way School." He has been a director for many years in the People's National Bank of Claremont. He has twice been a member of the New Hampshire Legislature, and once a member of the State Constitutional Convention.

Dr. Way's life-work, however, has been chiefly in his chosen profession. In 1865 he received the degree of Doctor of Medicine from Dartmouth Medical College, taking the first prize for scholarship in his class; and for forty-three years has been a busy and successful physician. In addition to his general practice, he has given much attention to microscopy and bacteriology.



On Friday afternoon, March 19, Professor William T. Sedgwick, head of the Department of Biology of the Massachusetts Institute of Technology, gave a stereopticon lecture to the students of the College of Liberal Arts, on "Water, Milk, and Dust." The slides shown were unique and instructive, and the lecture was rich in valuable information and interesting anecdotes.



OSMON BAKER WAY, M.D.

ADDRESS OF PROFESSOR JAMES GEDDES, JR., UPON
RECEIVING THE INSIGNIA OF THE ORDER OF
THE CROWN OF ITALY.

Honored Sir and Consul of Italy: —

IN expressing my thanks to His Majesty King Victor Emmanuel III. for the signal honor conferred through the representatives of the Italian government, His Excellency Senator Tommaso Tittoni, minister of Foreign Affairs, the Italian ambassador in Washington, His Excellency Meyer des Planches, and through you, honored Sir and Consul of Italy, it is fitting to show my sense of appreciation of Italian regard for an American.

From the very beginning of our republic the most cordial relations have existed between Italy and America. At no time have these relations been more cordial than at present, when the bonds of peace throughout the world are becoming stronger. Every year distinguished Italians visit us more frequently. About a year ago the city of Boston had the honor of welcoming a prince of the House of Savoy, H. R. H. the Duke of the Abruzzi, whom it was my privilege to meet. Very recently, we have had one of Italy's most distinguished men of letters, Professor Guglielmo Ferrero. It seems opportune here and now to express the wish of many Americans that an interchange of scholars between Italy and America, such as has been effected of recent years between France and this country, and Germany and the United States, may become one of our annual educational features. And it is my hope that Sig. Ferrero, who lectured in this hall on December 3, may be the first of a long line of distinguished Italians.

In endeavoring to show my appreciation of this friendly token of regard from Italy for an American, it is impossible not to recall the charm that Italy has exercised over Byron and Shelley, Lamartine and Mme. de Staël, Goethe and Longfellow, and others innumerable. The thought so beautifully voiced by Filicaja must ever come to the fore:

"Italia, Italia, o tu, cui diè la sorte
Dono infelice di bellezza,"

or as Byron has expressed it:

"Italia, O Italia, thou who hast
The fatal gift of beauty."

As a boy I felt that attraction, and while in college Italian was one of the few subjects that never was a task. Apparently I anticipated the modern pedagogical idea, which is to make of what is called work, *play*. To a

knowledge of Italian I owed my first position, that of clerk in the United States Consulate in an Italian city, although under Austrian dominion and in Austrian territory,—the city of Trieste. My honored friend Consul Poccardi is well acquainted with the city of Trieste, for he there represented his government as Italian Consul for three years. The sympathetic impressions made at that time of life of Italy and the Italians have remained indelible.

Since those days, more than twenty-five years ago, I have had many relations with Italians both at home and abroad. The chair of Italian I have the honor to hold in this university was held by Professor Torricelli, in his day one of the most esteemed of our Italian professors in America. The study of Italian has ever proven popular in Boston University. And unless all signs fail, it promises to retain in the future that charm which it has enjoyed in the past.

In this city we have now more Italians than we have ever had before,—at times, so I am told, 60,000. One whole section of our city is known as the Italian Colony. Therefore, as Americans it is our duty to feel and to show a kindly spirit of friendship for our fellow citizens from sunny Italy. There are more than forty Italian societies in the immediate vicinity of Boston. With one of these for several years I have been connected, the *Circolo Italiano di Boston*, which owes its prestige, in a large degree, to the most distinguished woman of America, Mrs. Julia Ward Howe, its founder and honorary president. Ladies and gentlemen, may Mrs. Howe long be spared to advocate those movements in the interest of humanity with which she has been identified all her life; and especially that cause which, until her ninetieth year, she has annually championed so courageously on Beacon Hill: "Equal rights for all, special privilege for none." Many illustrious Italians, Angelo de Gubernatis, la Duse, Novelli, and Ferrero, have been welcomed by the *Circolo*. Another society I have had close relations with is the Benevolent Aid Society for Italian Immigrants, which is aided financially and morally by the Italian government.

Because of these long-continued and varied interests with the sons of Italy, you will understand, honored Sir, why it is especially gratifying to receive a token of recognition from the Italian government. To be personally remembered by the sovereign of any great nation is certainly a signal honor; but to be remembered by His Majesty Victor Emmanuel with the cross of the crown of Italy is, under the circumstances, particularly dear. May this Italian cross, symbol of the great Christian Cross that binds the nations of the world together, prove to be one of the many links welding together in everlasting friendship young America and beautiful Italy.

A MESSAGE FROM MRS. JULIA WARD HOWE TO THE
ITALIAN CITIZENS OF BOSTON UPON THE CONFER-
RING OF THE HONOR OF KNIGHT OF THE
ORDER OF THE CROWN OF ITALY
UPON PROFESSOR GEDDES.

CHILDREN of Italy, what shall I say for you on this auspicious day when the chief of your ancient land extends his hand to bestow a royal gift upon the citizen of another country than your own? I am sure that you will be very glad of the gift, of the gracious recognition of merit in a plain American citizen by a reigning monarch of the old world. This kind hand which drops the insignia upon the head of our worthy professor shall not return empty. It shall receive the memorial of our gratitude and the pledge of our good faith. In the ancient times sung by your poet, Virgil, one nation feared the visit of another, even when that other brought with it costly gifts and precious offerings. In the happier civilization of to-day no one need fear the interchange of national courtesies. Italy gives in good faith what America receives in good part.

This word of ancient time brings vividly to my mind its contrast to our later attainments. In the days of Julius Cæsar an army of Italians visiting our country would have come provided with deadly weapons of attack. It would have come with the intention of carrying off whatever spoil they could find. But Italy sends her great companies over the sea, to-day, seeking our gold, yes! but offering in exchange that labor without whose intervention the gold would be but the miser's heap or the spendthrift's waste. Thanks to those industrious hands, the gold is built into railroads, into bridges and mighty storehouses, into palatial homes for art and industry, for justice and religion. It blooms in crops and orchards, in all that feeds and shelters, in the blessed life of happy homes and prosperous communities.

Italians, I hear, send back to Italy a good deal of American gold, but not as the spoils of war, not as a tribute impoverishing whole communities to feed the pride of monarchs. And so this gold should carry with it a blessing twofold: in those who, returning to their native land, bring back with them the spur and spring of modern life in its greatest energy, and in those who are content to make a new Italy on the vast continent which an Italian gave to civilization.

AN ENDOWMENT OF \$400,000 FOR BOSTON UNIVERSITY.

THE year 1909 marks the completion of forty years of history of Boston University. The records of the University during these four decades have been those of prophecy and at least of partial fulfilment. The growth of the University has been exceptional. Each academic year has witnessed the gathering of hundreds of students from all parts of the nation, as well as from foreign lands, to avail themselves of the singular advantages of the University. The number of students has steadily increased year by year. The entrance class for this year in the College of Liberal Arts is 50 per cent higher than that of last year. Upwards of 1,500 students are in attendance in the various departments of the University. In view of the splendid history, steady growth, and the financial pressure to meet the immediate demands of the University, the Trustees have decided to raise an additional endowment fund of \$400,000. One of the wise and sympathetic friends of the University heads the list of subscribers with a pledge of \$40,000, on condition that the entire amount is raised by July 1, 1910. The University merits the thoughtful consideration and financial support of generous-minded men and women. The citizens of Boston and the Commonwealths of New England have reason to be proud of this great University, and doubtless they will respond generously to its enlarging needs.



FRANK PIERREPONT GRAVES'S "HISTORY OF EDUCATION."

FRANK PIERREPONT GRAVES, Ph.D., Professor of Education in the Ohio State University, has just published, through the Macmillan Company, a 300-page volume surveying the development of educational purpose and practice from prehistoric times to the rise of the monastic schools. The closing words of his preface express his indebtedness to his wife, whom many of the college alumni will remember as Helen Wadsworth, '91.

Well aware of the dangers in treating so much in so slender a volume, Dr. Graves has excluded whatever does not bear directly on the aim, the matter, the method, or the system of the several historic types of education. Here and there, it may be, the reader wonders whether statement of a peo-

ple's educational aim might not better follow than precede description of its educational matter and method; but on the whole the reader must admire Dr. Graves's restraint and his wise choice from almost limitless masses of material. Where there is little to say, little is said. For instance: Chapter III. is thirty-five lines in length.

The chapter given to Sparta and Athens is excellently planned. Pre-supposing but slight acquaintance with Greek history, it rapidly sketches in the needed background; it then proceeds with a clear account of actual practice in the earlier periods; next it presents the salient pedagogical doctrines of Plato and Aristotle; and finally, turning again to practice, it portrays the later schools of rhetoric and philosophy. The worth, indeed, of this one chapter must make the reader wish that some day Dr. Graves, keeping in full the promise of this book's title, may bring his "History of Education" down to the present day.

W. M. W.



THE LECTURES ON HEALTH.

THE lecture by Professor William T. Sedgwick, of the Massachusetts Institute of Technology, on Friday afternoon, March 19, brought to a close the series of lectures on Health which have been given in the college during the present year. The lectures were of great practical value and of the highest order; the speakers were acknowledged authorities in their several fields. While the audiences were fairly large, it is a source of regret to those who secured the speakers that the relentless pressure of college work prevented the attendance of many who would have been greatly benefited by these authoritative discussions of vital health problems.



INFORMAL RECEPTIONS TO THE ALUMNI.

THE alumni of the College of Liberal Arts are cordially invited to attend the informal social hour at the College Building after the Friday afternoon meetings of the Philomathean, April 23 and May 14.

BOSTONIA

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REPRESENTATIVES OF DEPARTMENTS

Professor DALLAS LORE SHARP, College of Liberal Arts

MERRILL BOYD, A.B., LL.B., School of Law

Dean JOHN P. SUTHERLAND, M.D., School of Medicine

Professor JOHN M. BARKER, School of Theology

Address all communications to

THE EDITOR, 688 Boylston Street, Boston, Mass.

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BACCALAUREATE SUNDAY.

IT is a source of great disappointment that the audience on Baccalaureate Sunday is not representative of the whole University. For several years the attendance has been practically limited to the students and friends of the College of Liberal Arts. It cannot be too strongly emphasized that the services of Baccalaureate Sunday are as fully a University function as those of Commencement Day. At other universities the grouping of Seniors from all departments at the Baccalaureate Service makes an impressive spectacle, and draws a crowded audience. In our own University the seats reserved for the graduating class are occupied almost exclusively by the representatives of the College of Liberal Arts, while a mere handful of Seniors from the other departments are scattered through the audience. It is the earnest desire of those who have charge of these exercises that the candidates for degrees from all departments of the University shall attend the services and shall occupy seats in that part of the auditorium which is reserved for them. With a view to securing the attendance of the Faculty of the Professional Schools, the exercises of the day are placed at 4 o'clock on Sunday afternoon, an hour when professional men are usually at leisure. The Baccalaureate Exercises of the present year will occur at 4 P.M. on Sunday, May 30, in Jacob Sleeper Hall. President Huntington will deliver the address. It is earnestly hoped that the hall will be filled by the students, the graduates, and the friends of the University.

AN APPEAL FOR BOSTON UNIVERSITY.

THE readers of BOSTONIA will be interested in the appeal which the University has just issued to the public-spirited men and women of New England and beyond. The Boston press has generously given prominence to the appeal, and editorial comments have been sympathetic and cordial. The Boston *Herald* of Saturday, March 27, manifests so friendly and appreciative a spirit that although the editorial note is somewhat exuberant in its numerical statements, we take pleasure in quoting it in full:

"Among Boston's several educational institutions of a high grade, one of the most rapidly developing during the forty years of its life has been Boston University. Its Collegiate Department now has 1,500 students, and its Professional Schools are flourishing, conspicuously so the School of Theology. Like all such institutions, the University's needs surpass its capital, so steady is the demand for additional facilities, apparatus, and teachers. The Trustees, having determined to add \$500,000 to the endowment, are making the claims of the University known in various ways. As their cause is deserving, its needs will undoubtedly be met."

AN ENTERPRISING CLASS.

THE members of the Freshman class have earned the lasting gratitude of the college by their enterprise and business ability in planning and carrying to successful completion the reception to their student friends outside the college. The affair was managed with rare judgment, and the cordial welcome which the members of the class extended to their guests assured a delightful evening for all. The program was interesting and varied. Many of the guests were greatly impressed by the spacious proportions and the completeness of the equipment of the new building. The presence of ex-Governor John L. Bates as representative of the Corporation, and the welcome which he extended to the guests, heartily seconded as it was by President Huntington and Dean Warren, gave dignity and authority to the occasion. The guests took away with them pleasant recollections of the generous and kindly social atmosphere of the college. We regard this gathering as one of the most promising and significant in the recent history of the college.

THREE NOTABLE CONCERTS.

THE Department of Music of the College of Liberal Arts has already established a record for the high quality of its public recitals. The concerts of the present season fully maintained the standard set in previous years. These concerts were instituted primarily for the purpose of giving the students of the Department of Music an opportunity to hear authoritative interpretations of the works which had been studied in the classroom; the general public has been quick to take advantage of this opportunity to share the privileges of the students. The attendance has increased from year to year. At the concert this spring Jacob Sleeper Hall was comfortably filled. The Department of Music has generously offered to devote to the Alumni History Professorship Fund the net proceeds of these concerts. The expenses were large and the cost of tickets was put at a nominal figure to make it possible for the student body to attend. At the time of going to press the returns from the sale of tickets had not progressed sufficiently to make a financial statement possible in this issue of BOSTONIA; but, regardless of the actual amount of money which may be realized, the graduates and friends of the University will feel grateful for the generous coöperation of the Department of Music in the cause which is just now uppermost in the minds of all who are connected with the college.

INCREASED ATTENDANCE IN THE COLLEGE OF LIBERAL ARTS.

THE graduates of the College of Liberal Arts will note with pleasure the increased attendance in this department of the University during the year now drawing to a close. The present Freshman class is more than fifty per cent larger than that of the previous year. The number of students enrolled in the Teachers' Courses is nearly double that of the year before. There are many indications that the college in its new location is at the beginning of an era of greatly enlarged activity.

The Trustees of the University have sold on satisfactory terms that portion of the old College Building which fronts on Somerset Street and was known as Jacob Sleeper Hall. The purchasers, the Boston Society of Elks, have already taken possession of the property, and have begun to make such alterations as are necessary to fit the building for its new use.

UNIVERSITY NOTES

ANNUAL MEETING OF THE BOARD OF TRUSTEES.

At the annual meeting of the Board of Trustees of the University, on Monday, January 11, the following officers were elected: Hon. John L. Bates, A.B., LL.D., president; Silas Peirce, Esq., vice-president; Willard T. Perrin, S.T.B., Ph.D., secretary; Richard W. Husted, Esq., treasurer; William E. Huntington, Ph.D., LL.D., member *ex officio*. Executive Committee: John L. Bates, Dillon Bronson, Charles Leeds, Silas Peirce, Willard T. Perrin, William W. Potter, R. R. Robinson, Alonzo R. Weed; W. E. Huntington, *ex officio*. Finance Committee: Silas Peirce, R. R. Robinson, E. Ray Speare, Daniel G. Wing; John L. Bates, *ex officio*. Auditing Committee: Alonzo R. Weed, Daniel G. Wing.

Mr. William Jackson Lowstuter was appointed Jacob Sleeper Fellow from the School of Theology.

It was voted to establish the Professor David Patten Scholarship. This scholarship, consisting of the income of \$3,000 left by the late David Patten, is to be awarded only to young men studying for the ministry, or to young women preparing for missionary work. Dr. Patten was from 1871 until 1880 Professor of Practical Theology in the School of Theology, and was largely instrumental in securing the transfer of the School of Theology to Boston.

The Rev. L. J. Birney, of Malden, was elected a Trustee of the University for a term of five years. Mr. Birney received the degree of S.T.B. from the School of Theology in 1899. He is now pastor of the Centre Methodist Episcopal Church in Malden.

Rev. George C. Cell, Ph.D., was elected Assistant Professor of Historical Theology in the School of Theology.

Assistant Professor Dallas Lore Sharp was promoted to a full professorship in the Department of English, College of Liberal Arts.

A measure was adopted by which the alumni of the School of Medicine shall, in the future, be more closely connected with the management of affairs in that department.

The University observed the annual Day of Prayer for Colleges by a service in Jacob Sleeper Hall on Thursday, February 11. In accordance with custom, the Faculty and students of the School of Theology united in worship with the College of Liberal Arts. On the platform were seated President W. E. Huntington, ex-President W. F. Warren, Dean W. M. Warren, Professors S. L. Beller, A. C. Knudson, and Rev. O. P. Gifford, D.D., of Brookline, the preacher of the day. President Huntington introduced Dr. Gifford, who took as his text Psalm cxix. 130: "The entrance of thy words giveth light; it giveth understanding unto the simple." At the conclusion of the sermon President Huntington offered prayer and dismissed the audience with the benediction.

Mr. Bliss Perry, editor of the *Atlantic Monthly*, will deliver the Commencement address on Wednesday, June 2.

On Wednesday afternoon, February 17, President and Mrs. W. E. Huntington gave, at the School of Law, a delightful reception to the Trustees, the Faculty, the graduates, the undergraduates, and the friends of the University. President and Mrs. Huntington, with Dean and Mrs. M. L. Bigelow, welcomed the guests. Those who presided at the refreshment-tables were the following: Mrs. E. C. Black, Mrs. N. A. Kent, Mrs. J. L. Bates, Mrs. George Deffren, Mrs. G. H. Earl, Mrs. Brooks Adams, Mrs. Horace Packard, Mrs. H. P. Bellows, Mrs. G. C. Cell, and Mrs. A. C. Knudson.

The total attendance at the University during the present year is 1,562. This is an increase of 103 over the figures of the previous year. A comparative table of the attendance during the years 1907-08 and 1908-09 follows:

	1907-08	1908-09
College of Liberal Arts	589	709
Agricultural College	290	313
School of Theology.....	196	217
School of Law	319	282
School of Medicine	102	95
Graduate School	104	91
<hr/>		<hr/>
Sum by Departments	1,600	1,707
Deduct for names inserted twice	141	145
<hr/>		<hr/>
	1,459	1,562

The Woman's Home Journal of Saturday, January 2, quotes from the *Boston Herald* of Dec. 20, 1908, the following letter which President W. E. Huntington contributed to the *Herald* of that date in response to a request for an expression of his opinion on the subject of woman suffrage:

"Equal suffrage for men and women seems to me a desideratum in a well-ordered republican form of government. If the franchise were granted to women probably all would not use this privilege; but this is no argument, for all men do not exercise their right to vote. The class of thoroughly educated women is constantly increasing in our country. There is no good reason why civic affairs should not feel directly the influence of intelligent women, when vast hordes of unintelligent men swarm to the ballot-box unchallenged.

"It were well if intelligence, not sex, could be made the qualification for the American right of suffrage. As long as this is so impracticable of application in any effective way, it seems like a fatuous thing to shut out the entire community of women, among whom there is so much of good sense, high-minded notions of social and civic life, keen intelligence, and loyal citizenship."

The Departments

COLLEGE OF LIBERAL ARTS.

ANNUAL MEETING OF THE EPSILON CHAPTER.

The annual meeting of the Epsilon Chapter of the Boston University Convocation will be held at the College Building, Tuesday evening, June 1. The same innovation that was tried at the December meeting will be on the program; namely, the holding of the collation the first thing in the evening. The collation will be served by an excellent caterer at 6.30 promptly. At 7.15 a short business meeting will be held. At eight o'clock there will be a reception in the Claflin Room, with seven well-known faces in the receiving-line; and at 8.30 Professor B. P. Bowne will tell of his experiences in his recent travels around the world. It promises to be a very comfortable and homelike evening, and the tax therefor has been fixed at 75 cents.

HOWARD T. CRAWFORD, '96,
President Epsilon Chapter.

THE NEW EPSILON.

The Executive Committee of Epsilon Chapter met in Dean Warren's office Thursday afternoon, February 18, and, after a consultation with President Huntington and a careful consideration of the problem of a new edition of *The Epsilon*, voted enough funds to equip the Alumni Room at the College Building with the proper wooden indexes, files, and form-cards, so that the secretary may properly collate all the material now at hand. The new assistant, Miss Prior, is now at work on this task. It is planned to issue first a list of addresses, together with such other information as is at hand, and send the same to each living graduate of the college, with a request that corrections be sent to the secretary as soon as possible. When all replies are in and all the information from extraneous sources is obtained, *The Epsilon* will go to press. Two things ought to be understood: first, the most difficult part of the issuing of a new *Epsilon* is the correct recording of the degrees obtained by postgraduate studies at other universities, and similar miscellaneous data; addresses are a comparatively easy matter to obtain; second, the correctness and the time of issue of the next *Epsilon* will be most distinctly in the hands of the graduates themselves. The committee will see that such data as it has are placed for correction in the hands of the people most capable of giving such aid. To refuse to give such assistance is to disqualify one from criticism of the correctness of this list. Let us all help!

Miss Emma F. Lowd, '87, has recently been appointed First Assistant in English in the Washington Irving High School in New York City. This school is one of the largest in the city of New York. Miss Lowd will have the supervision of the English work for nearly three thousand pupils, and will direct the work of twenty teachers in English. The appointment came as the result of the successful passing of a series of rigorous examinations.

A DISTINGUISHED HONOR FOR PROFESSOR GEDDES.

The October issue of BOSTONIA contained the announcement that His Majesty King Victor Emmanuel III. of Italy, through His Excellency Senator Tommaso Tittoni, Minister of Foreign Affairs, and His Excellency the Italian Ambassador in Washington, Meyer des Planches, has been pleased to confer the honor of Knight of the Order of the Crown of Italy upon Professor James Geddes, Jr., for his efforts as a teacher, writer, and social worker in promoting Italian interests in America.

The announcement that on Tuesday, March 2, Signor Gaetano Emilio Poccardi, the Italian Consul, would present the insignia drew an audience which completely filled Jacob Sleeper Hall. A notable feature of the gathering was the large number of Italian citizens who by their presence attested their esteem for Professor Geddes, and their appreciation of the distinguished honor which had been conferred upon him.

The exercises were very impressive. On the platform were seated the members of the Faculty attired in academic costume. The stage was adorned with portraits of the King and Queen of Italy. The flags of Italy and of America were gracefully intertwined. The background of the stage was hung with scenery representing a street in an ancient Italian town.

President W. E. Huntington, in opening the exercises, gracefully referred to Professor Geddes's distinguished services as a scholar, as president of the Circolo Italiano, and as a social worker among the Italians of Boston. He then introduced His Majesty's representative in Boston, Signor Gaetano Emilio Poccardi, the Italian Consul, who, after a few remarks in English, gave in Italian an eloquent address which was heard with marked attention and was frequently interrupted by applause. He then conferred upon Professor Geddes the insignia of Knight of the Order of the Crown of Italy.

In reply Professor Geddes delivered a felicitous and thoughtful address which is printed elsewhere in this issue of BOSTONIA.

Mrs. Julia Ward Howe, whose interest in Italy and the Italian race never falters, had fully expected to be present, but was prevented by inclement weather. The address which she had prepared especially in honor of this occasion will be found on another page of this number of BOSTONIA.

At the conclusion of the addresses Mrs. Howe's "Battle Hymn of the Republic" was enthusiastically sung by the large audience, and the exercises were brought to a conclusion by a rising salute to Professor Geddes and the Consular representative of His Majesty the King of Italy.

At two o'clock on the afternoon of the same day Professor Geddes was further honored by an elaborate luncheon, which was served in his honor in one of the city hotels through the courtesy of Signor Orlandini Guidi. Among the distinguished guests were ex-Governor Curtis Guild, Jr., the Hon. Frank Leveroni, Professor G. Lanza, Dr. R. Brindisi, Signor Melano-Rossi, Signor Gaetano E. Poccardi, and Vice-Consul Franceschini. The speakers were ex-Governor Guild, Signor Vittorio Orlandini, and Professor Geddes. Toasts were offered to the President of the United States, their Majesties the King and Queen of Italy, the *regio Console* Signor Poccardi, and to the guest of honor, Professor James Geddes, Jr. The dining-room was elaborately decorated with the Italian and the American colors. In the adjoining corridor an orchestra rendered appropriate selections.

The table was ornamented with Italian flags placed at the plate of each guest; roses, pinks, and pansies were strewn in profusion over the table.

The Boston press devoted a generous amount of space to the exercises, and several of the papers published photographs of those who took part in the various functions. Professor Geddes received over one hundred letters and telegrams of congratulation. One of the most graceful manifestations of appreciation was the action of the members of Professor Geddes's class in Dante, who at the first appearance of their instructor in the classroom after the conferring of the insignia presented him with an exquisite floral design so arranged as to represent the national colors of Italy. The speech of presentation was made by Mr. L. H. Harris, a graduate student who is now pursuing advanced work in the University.

PROFESSOR D. L. SHARP'S PROMOTION.

At the annual meeting of the Board of Trustees in January Assistant Professor Dallas Lore Sharp, of the Department of English, was advanced to a full professorship. Professor Sharp graduated from Brown University in the class of '95, with the degree of A.B. In 1899 he received the degree of S.T.B. from Boston University. In 1899 he was appointed Instructor in Rhetoric in the College of Liberal Arts; in 1901 the title of his instructorship was changed to that of English Literature; in 1903 he was promoted to an assistant professorship in the same department; he filled that position until his advancement to a full professorship last January. Professor Sharp is the author of several widely known books. While a student in the School of Theology he published in serial form, in *The National Magazine* of Boston, a life of Christ, under the title "Christ and His Time." During the years 1901-03 he was assistant editor of *The Youth's Companion* in Boston. In 1901 he published his first nature book, "Wild Life Near Home" (Century Company, New York). This was followed by "Roof and Meadow," 1904 (Century Company, New York), and "The Lay of the Land," 1908 (Houghton Mifflin Co., Boston). The Century Company of New York have also published a school edition of "Wild Life Near Home" under the title "A Watcher in the Woods." This work is widely used as a schoolbook, especially in the Western States.

VOCES ROMANÆ.

The "Scenes from Roman Life" given by the Department of Latin on the afternoon and evening of Friday, January 15, drew large audiences. It is estimated that nearly one thousand persons attended the two entertainments. The full program was as follows: I. Ex libro primo Horati Flacci carmen xiv cantabunt puellæ. II. "Aman-tium iræ amoris integratiost." III. Recitatio apud quendam Plini Secundi amicum in scænis agetur. IV. Carmen Horati: "Aequam memento rebus in arduis servare mentem." V. Ludus vel Orbili vel cuiusvis scænæ committetur. VI. Carmen Horati: "O fons Bandusie splendidior vitro." VII. Servulæ dolorem suum vultu gestuque expriment. VIII. Horati Flacci Carmen Sæculare cantabunt pueri puellæque. IX. Parasitus Plautianus secum loquetur. X. Carmen Horati: "Diffugere nives, redeunt iam gramina campis." XI. Quidam Horatio nomine tantum notus accurrit, sermo oritur de Mæcenate. Horatius abire cupit, sed frustra. Postremo adversarius illum in ius rapit. XII. Grex spectatoribus gratias agat.

ANOTHER AWARD TO PROFESSOR KENT.

The Committee of the Bache Fund of the National Academy of Arts and Sciences has awarded to Professor Norton A. Kent the sum of \$170 in aid of research. This sum, added to the grant of \$400 from the Rumford Fund of the American Academy of Arts and Sciences and the gift of \$200 from friends, will cover the cost of the apparatus required for the investigation.

The Bache Fund was founded in 1871, and, since that date, the committees in charge have awarded over \$75,000 to scientific men in aid of their researches.

LIBRARY OF MODERN ITALIAN LITERATURE.

The library is kept in the College of Liberal Arts of Boston University. It consists of 600 volumes, bound in Paris by Brentano. The books have been carefully selected from the best modern authors. Each volume is kept in a cloth case, precisely like those employed by the Booklover's Library. The terms of subscription are three dollars a year for those who desire to have the books delivered at their residence. For subscribers who get their books directly from the shelves of the library the terms are one dollar a year. A catalogue and detailed information will be forwarded on request.

The *Circolo Italiano di Boston*, the leading Italian society in the city, of which Mrs. Julia Ward Howe is the founder and honorary president, is taking an interest in the library, and has recently subscribed twenty-five dollars for the purchase of additional new books. These works, the most recent in modern contemporary Italian literature, have just been selected with much care, and are now being bound and catalogued; they will shortly be obtainable by all patrons of the library. It is the intention of those promoting the interests of the library to expend a certain sum of money annually for the purchase of the best and most recent Italian works.

The number of students in attendance at the College of Liberal Arts during the present year is 709, an increase of 120 over the attendance for the previous year. For comparison, a detailed statement for the years 1907-08 and 1908-09 is added:

	1907-08	1908-09
Senior Class	66	101
Junior Class	95	68
Sophomore Class.....	72	71
Freshman Class.....	81	124
Special Students		
A. Enrolled in the College only	79	97
B. Enrolled in Teachers' Courses.....	59	112
C. Enrolled in other Departments	137	139
	—	—
	589	712
Counted twice		3
		—
		709

A unique feature in the social life of the college was the reception given on the evening of Friday, March 26, by the Freshman Class to their student friends outside the college. About two hundred invitations had been issued, and the responses were gratifyingly numerous. Of the hundred or more guests of the class, fully fifty were young men from neighboring high schools. The entire building was thrown open for inspection. In the early part of the evening a game of basket-ball between the Freshman class team and the team of the Medical School of the University drew a large company to the Rhodes Gymnasium. At the conclusion of the game the guests strolled through the classrooms and the scientific laboratories and then found their way to the lower hall of the College Building, where refreshments were served. In the adjoining Gamma Delta Room the college glee club gave several vocal selections. The company then listened to addresses by Dean W. M. Warren, representing the college; President W. E. Huntington, for the University; and ex-Governor John L. Bates, for the Trustees. A new Boston University song, written by Mr. Lynn H. Harris and sung to the tune of "Old Heidelberg," was an especially attractive feature of the literary program. Great credit is due to the class Committee of Arrangements and especially to Mr. H. R. Knight, president of the class and chairman of the Reception Committee.

The Department of Music of the college provided three chamber concerts during the months of February and March. The first concert was given on Thursday, February 11, in Jacob Sleeper Hall. The artists were the Hoffmann Quartet and Mr. Richard Platt, pianist. The program was as follows: Quartet in C-Major, Mozart; Quartet, Op. 10, Debussy; Piano Quintet in A-Major, Op. 81, Dvořák. The second concert, Thursday, February 25, consisted of a Piano Recital by Miss Tina Lerner. Her program was the following: Adagio, B-Minor, Mozart; Caprice on Airs of Alceste, Gluck-Saint-Saëns; four Preludes, a Nocturne in E-Minor, and a Study in Thirds, No. 6, Op. 25, Chopin; Ballade, G-Minor, Grieg; Spinning-Song, Mendelssohn; Barcarolle, A-Minor, Rubinstein; two Paganini Studies, Liszt; Nocturne (Hohe Liebe), Liszt; Wedding March and "Dance of the Elves," Mendelssohn-Liszt. At the third and last concert, on Thursday, March 11, Mr. Stephen Townsend, baritone, sang selections from Schubert, Schumann, Franz, Brahms, and Strauss. He was accompanied on the piano by Mr. J. Arthur Colburn.

The annual *Klatsch Collegium* in the College Building, on Friday evening, February 26, was attended by more than five hundred guests. The gathering was under the auspices of the Gamma Delta Society. The main corridor of the College Building was beautifully draped in red and white, the college colors. The Seniors received their guests in the front of the main reception-hall. Their decorations were in blue and gold, the class colors. The Juniors had decorated in Japanese style the Gamma Delta Room for the reception of their guests. The Sophomores received in the rear corners of the main hall. Their decorations were principally in red. The Freshmen welcomed their guests in the Men's Assembly-room.

The patronesses were: Mrs. W. M. Warren, Mrs. T. B. Lindsay, Mrs. F. Spencer Baldwin, Mrs. E. Charlton Black, Mrs. Robert E. Bruce, Mrs. A. H. Rice, Mrs. N. A. Kent. The floral decorations were by Zinn; the music was furnished by Collins's Orchestra.

Mr. William T. Nelson, '05, is in the rubber business at Para, Brazil.

The February meeting of the Boston Branch of the Association of Collegiate Alumnae was held on the afternoon of the thirteenth, in the Gamma Delta Room at Boston University. The meeting was opened by the president, Mrs. Edith Lynch Bolster. After the usual business, Miss Susan M. Kingsbury, chairman of the Committee on Economic Efficiency of College Women, took charge of the program. She introduced the speaker of the afternoon, Mr. Louis D. Brandeis, whose subject was, "Savings and Insurance — Necessary Expenditures." Mr. Brandeis compared the pension schemes of England, Germany, and Norway, and then outlined a plan for use in America which, he believes, promises a solution of the problem of old-age insurance. He mentioned with satisfaction the fact that the State of Massachusetts had authorized savings-banks to issue policies of insurance and annuities. A discussion followed and several questions asked Mr. Brandeis served to throw much light upon this timely subject of savings-bank insurance. For further information, the Branch was referred to a booklet on insurance and annuities issued by the State actuary, Mr. Robertson G. Hunter, 161 Devonshire St., Boston.

The meeting closed with a report by Mrs. Ellen H. Richards on the progress of the study of the living wage in the other branches of the Association of Collegiate Alumnae.

The annual meeting of the Massachusetts Society for the University Education of Women was held on the afternoon of January 16, at the home of Mrs. Henry O. Cushman, 516 Commonwealth Ave., Boston. The president, Miss Mary H. Ladd, presided and announced the program for the afternoon, which consisted of the annual reports of officers, interspersed with singing by Mrs. Jessie Morse Berenson, of Boston, and readings and monologues by Miss Irene Bewley, of the Leland Powers School of Oratory.

The annual report of the secretary, Miss Isabel P. Rankin, reviewed the progress of the society during the year 1908. The report of the treasurer, Miss Grace B. Day, showed the society to be in sound financial condition. The last report of the afternoon was that of the chairman of the Beneficiary Committee, Mrs. Lyman C. Newell, which showed the vital and extensive work of the society for needy and deserving young women students. The first part of the report, which dealt with the general work of the committee, showed that the total sum of \$1,440.50, which includes loans and scholarships, had been expended during the year to assist worthy students. This sum has helped thirty young women, chiefly Seniors and Juniors. The last part of the report gave details of some interesting individual cases, and also included several touching letters of appeal from students, together with pleasing letters of gratitude from beneficiaries. The meeting closed with the annual election of officers.

A social hour followed, when all greatly enjoyed the charming hospitality of the hostess, Mrs. Cushman.

The attendance on the Teachers' Courses during the first semester was as follows: Anglo-Saxon — Beowulf, 9; Beginners' Course, 3; English — Shakespeare, 7; Literary Development in Britain, 20; Essayists and Letter-Writers of the Eighteenth Century, 7; French, 9; German — Composition, 8; Kulturhistorische Geschichte Deutschlands, 16; Elementary German, 8; Greek — Classical Greek Element in Modern Poetry, 4; Comparative Drama, 5; Italian, 10; Latin — Prose Composition, 2; Music — Elementary Harmony, 3; Public-School Instruction in Music, 3.

The Société Internationale de Dialectologie Romane, founded in Halle, Germany, last year, for the purpose of investigating in the most scientific and thorough manner the entire Romance territory throughout the world, has just issued, as announced, its two quarterly publications, *The Bulletin* giving an account of world activities along Romance lines, and *The Revue* containing a number of articles on Volksliterature and Romance speech groups in different parts of the vast territory. This has been divided up into seventeen sections, each of which is in charge of an editor, a specialist in that particular field. The seventeen speech sections of the world have been apportioned as follows: (1) Italy, C. Salvioni; (2) Switzerland (Roman), L. Gauchat; (3) French territory, M. Roques; (4) Belgium, A. Doutrepont; (5) Canada, A. Rivard; (6) Provençal territory, unassigned; (7) Catalan, A. Alcover; (8) Roumanian, O. Densusianu; (9) Retho-Roman, J. Jud; (10) Castilian (Spain and America), R. Menéndez Pidal; (11) Portuguese territory, J. Leite de Vasconcellos; (12) Portuguese outside of Europe, O. Nobiling; (13) Dalmatia and Albania, M. Bartoli; (14) Germany, B. Schädcl; (15) Austria-Hungary, unassigned; (16) Scandinavian countries and Finland, E. Staaff; (17) United States of America, J. Geddes, Jr.

The third series of public lectures on Dante's "Inferno," under the auspices of the Circolo Italiano of Boston, was given in Jacob Sleeper Hall during the months of February, March, and April. The lecturer was Professor Courtney Langdon, of Brown University. The programs were as follows: February 19, Canto xxii; March 5, Canto xxiii; March 19, Canto xxvi; April 2, Canto xxvii.

Professor Courtney Langdon, the lecturer, received his education in Italy, Switzerland, and America. He received the degree of A.B. from Brown University in 1891. From 1882 until 1884 he was instructor in Romance Languages in Lehigh University. From 1886 until 1890 he held a similar position in Cornell University. Since 1892 he has been Professor of Modern Languages in Brown University.

The second annual meeting of the Eastern Massachusetts Section of the Classical Association of New England was held at Boston University on Saturday, February 13. Professor T. B. Lindsay, president of the section, called the meeting to order and gave an address of welcome to the members of the Association. An interesting feature of the program consisted of selections from "Voces Romanæ" by members of Boston University: (a) Carmen Horati: "O fons Bandusiae splendidior vitro;" (b) "Servulae dolorem suum vultu gestuque expriment."

The Young Women's Christian Association of the college gave during the months of February and March a series of informal teas to the ladies of the Freshman Class. Each member of the class received an invitation to one of these teas. The first, to which one third of the class was invited, was given on Thursday, February 25, at the Kappa Kappa Gamma rooms; the second was given on Thursday, March 4, at the rooms of the Gamma Phi Society; the last, on Thursday, March 11, at the Pi Phi rooms.

At the inauguration of Rev. Francis John McConnell, S.T.B. '97, Ph.D. '99, as president of De Pauw University, at Greencastle, Ind., Professor B. P. Bowne delivered, on Tuesday, March 9, an address entitled "The Ideal of a College Education."

Mr. John L. Ellis, '05, is a student in the Engineering Department of the Harvard Graduate School.

Among the lectures which Professor E. Charlton Black has given since the last issue of *BOSTONIA* are the following: Three addresses before the Brookline High School Association under the following titles: "A Defence of Froude as Carlyle's Biographer," "The Ethical Value of Humor," "Twentieth-Century Mistakes about Shakespeare;" The Waterbury (Conn.) Women's Club, "Robert Louis Stevenson;" The Watertown Women's Club, "Four Centuries of Scottish Humor;" The Tuesday Club of Marlborough, "Stevenson and Barrie;" The Lawrence Club of South Boston, "The Ethical Value of Humor;" The Boston College Club, "Carlyle and His Biographers;" The North Adams Normal School (two lectures), "Shakespeare," "Carlyle;" Falmouth, Mass., "An Oration on Lincoln;" Lexington, Mass., "Aspects of Modern Fiction."

Professor C. B. Gulick, of Harvard University, delivered a lecture in Jacob Sleeper Hall, on Friday, March 12, under the auspices of the Sampi Club. He took as his theme, "Some Survivals in Modern Greece of the Ancient Religion."

Professor F. S. Baldwin has been appointed Lecturer in Sociology in Newton Theological Seminary for the coming term. His lectures will cover the field of Socialism and Social Legislation.

Through the courtesy of Professor M. L. Perrin, who is a director of the Bostoner Deutscher Gesellschaft, the students of the College of Liberal Arts were invited to visit on Friday, March 12, the exhibition of Contemporary German Art in Copley Hall, Boston.

Professor A. W. Weyase delivered a lecture before the Manchester Institute of Arts and Sciences at Manchester, N. H., on Tuesday, March 9. He took as his theme, "A Zoological Visit to Bermuda." The *Manchester Union* of the following morning contained a full and appreciative notice of the lecture.

On Monday, March 15, Professor F. S. Baldwin delivered an address on "Old-Age Insurance and Pensions" before the New England Women's Club of Boston.

Dr. Charles D. Jones, '86, has been elected secretary of the recently organized Malden (Mass.) University Club.

The Boston Evening *Transcript* of Wednesday, March 17, contained an article by Miss Grace A. Turkington, '00, entitled, "Help for College Girls." Miss Turkington also contributed to the *Transcript* of Wednesday, March 24, an article on Industrial Education, entitled "Trades for Our Boys."

On Tuesday, March 2, The Education Department of the Norwood Women's Club held a meeting at which graduates of various colleges described the equipment and the advantages of the institutions from which they had come. Boston University was represented by Mrs. J. Edward Plimpton (Ella A. Newhall, '95). By special invitation the two lower classes of the Norwood High School were present.

The announcement of courses offered by the University of Leipzig for the winter semester 1908-09 contained the name of Mr. James Davies, '00, who, as Lector Publicus, gave the following courses: Longfellow, with outline of American Literary History; Modern English Writers; *Englisches Praktikum* (für Studierende aller Fakultäten), *Englisches Seminar II* abteilung (für Neuenglisch).

Professor A. W. Weyssie is giving during the present semester a new course entitled "Delineation." The course consists of one lecture per week, and a minimum of two hours of practice-work. The lecture gives a concise history of drawing and painting from the earliest times to the present, with a discussion of the characteristics of the several grand modes of painting, and some analysis of the works of the great masters. Several hundred pictures have been secured in illustration. The practice-work includes drawing in pencil and in pen and ink, with practice in light and shade and in water-colors.

Among the addresses which Professor Dallas Lore Sharp has recently delivered are the following: April 1, an address on "John Burroughs the Nature Writer," before the New England Southern Conference; April 19, an address on a nature topic before the Old South Club in Boston.

On Sunday, May 30, he is to deliver the Memorial-Day Oration before the Grand Army Post in the "Old Ship Church," in Hingham, Mass.

Mr. William U. Swan, city editor of the Associated Press, addressed the class in Journalism on Wednesday, February 3, on "The Organization and Work of the Associated Press." On Wednesday, March 17, Mr. Edwin J. Park, staff reporter on the *Boston Globe*, spoke to the class on "The Qualifications of the Journalist."

On Sunday, March 21, Professor Borden P. Bowne delivered in the hall of the Twentieth Century Club a lecture on "Our Brotherhood with Japan." This address was the first in a course of five Sunday afternoon lectures on "The Brotherhood of Nations," arranged by the Free Religious Association. The other speakers were: Rev. James L. Barton, Mr. Edwin D. Mead, Rev. Charles W. Wendte, and Mr. Edward B. Drew.

On Friday, February 5, Professor F. S. Baldwin gave a reading from Kipling's poems before the Young Women's Christian Association of the College of Liberal Arts, for the benefit of the Silver Bay Fund. Professor Baldwin's reading was supplemented in an effective manner by Professor John P. Marshall's accompaniment on the piano. In connection with the reading of three of Kipling's poems, Professor Marshall played music of his own composition.

Miss Helen Josephine Emerson, '08, was married to Mr. Harry Wilde Kendall, on Tuesday, January 10, at Newport, N. H.

The annual concert by the College Glee Club of Boston University was given in Jacob Sleeper Hall on Tuesday, February 16. Those taking part were the following: first tenors, Leon E. Baldwin, Russell T. Hatch, Harry D. Rudolph; second tenors, Philip A. Goold, H. T. Jackson, Wilbur S. Deming; baritones, J. Franklin Haas, Charles A. Wilson, Harold H. Sharp; basses, Frederic T. Reynolds, Brenton C. Patterson, Clyde B. Morgan; reader, Harry H. Briggs; pianist, Ray W. Spalding; leader, Russell T. Hatch; manager, Harold H. Sharp.

Miss Margaret Tyacke, '97, is now engaged in library work in the Bureau of Trade Relations of the State Department in Washington.

At the last Commencement of New York University Mr. Charles C. Delano, Jr., '98, was awarded the degree of Doctor of Philosophy for special study in Greek.

SCHOOL OF THEOLOGY.

The Faculty of the School of Theology have issued the following official notice:

It is fitting that the close of the seventieth year of our School of Theology should be specially celebrated. It should fire all hearts with grateful joy to find that Alma Mater's present attendance is greater than at any previous date in her history, and, so far as known, greater than that of any like institution in the New World. During the last four years the enrolment has risen from 180 to 217. The just issued annual report of the conference visitors gives strong assurance that the quality of her work has fully kept pace with this remarkable growth.

The approaching anniversary reunions should be at once memorial and memorable. The birthyear of the school was 1839; the birthyear of the University, 1869; the birth-year of the second series of seven decades, just now beginning, is 1909. It is therefore a most fitting year in which to begin the execution of the new plan recently elaborated and adopted at an annual meeting of the Alpha Chapter, with the hearty coöperation of the Theological Faculty and of the University Trustees. The main feature of this plan is to ask each class graduated to hold at the school a class-reunion every tenth year; also every twenty-fifth and fiftieth. This year, accordingly, we hope to see, at commencement, May 31-June 2, happy reunions of the following classes: 1859, '69, '79, '84, '89, and '99. Free lodgings will be provided for as many as the vacancies in the hall may allow, and further hospitalities are promised by neighboring pastors and churches. Our aim will be to accommodate alumni from the various parts of New England two nights, Monday and Tuesday; others from a greater distance four nights, Saturday, May 29, to the morning of Wednesday, Commencement-Day.

In view of the pressure of office work immediately before Commencement, alumni intending to respond to this invitation are requested to notify the Acting Dean, S. L. Beiler, D.D., 72 Mt. Vernon St., Boston, as early as possible.

The annual meeting of the University Convocation will occur as usual on Wednesday, June 2, at three o'clock. The banquet will be held at six o'clock, Tuesday evening, June 1, the place to be designated later. The Commencement Oration will be delivered by Dr. Bliss Perry, Editor of *The Atlantic Monthly*.

Through the thoughtful generosity of Mr. R. R. Robinson, of Malden, a Trustee of the University, the Faculty and students of the School of Theology were the guests of the Methodist Social Union at the regular meeting of Monday, February 15. Among the distinguished persons present were President McConnell of De Pauw University, Bishop John W. Hamilton, Rev. Dr. Conrad, of Boston, Rev. Dr. Gibbs, president of the Baptist Sunday School Union, and Mr. Alexander and Mr. Naftzger, who were prominently engaged in the Chapman-Alexander evangelistic meetings. President McConnell delivered the address of the evening. He took as his theme "The Honesty of Lincoln." It was a masterly address, original in a field where originality can scarcely be hoped for at this late day.

At the annual meeting of the Trustees, in January, Rev. George C. Cell, Ph.D., who was appointed last fall Instructor in Church History for the present year, was advanced to an assistant professorship in this department. The October issue of *BOSTONIA* contained a sketch of the academic career of Dr. Cell.

Rev. Isaac T. Headland, S.T.B., '90, professor in the University of Peking, contributed to the April *Century* an article on "The New Ruler of China."

The Annual Senior Banquet of the School of Theology was held Thursday evening, January 21. Mr. F. C. Reynolds, class president, was toastmaster. Toasts were given by Mr. W. M. Gilbert and Mr. G. W. Barney, for the students, and by Professors Borden P. Bowne and Geo. C. Cell, for the Faculty. Mr. Gilbert S. Cox, of Kansas City, rendered Mendelssohn's "It Is Enough." The Senior Class numbers upwards of fifty-eight members. One of the features of the evening was a vote by States, from which it was found that most of the States of the Union, besides some foreign countries, were represented.

SCHOOL OF LAW.

The new court work that has been begun in the Law School this year has already proven itself to be an admirable addition to the regular work of the school, and has aroused great interest and enthusiasm among the students engaged in the work.

The organization of the courts is simple but thorough. There are three courts for undergraduates, modeled upon the Massachusetts Courts, an inferior trial court (of which the Boston Municipal Court is taken as the type), the Superior Court, and the Supreme Court.

The practice in these courts is conducted in accordance with the actual practice in the State courts, the rules of which are followed strictly, as are also the statutes with reference to practice and pleading.

Each court has its clerk, who is required to conduct his office in strict accordance with the conduct of the offices of the clerks of courts in this State. A sheriff and a constable are appointed from the student body, with the powers such officers have in practice.

Cases are assigned to the student, beginning in his second year, which cases are to be undertaken without suggestion or explanation, in the Municipal Court. At least four cases are assigned to each student in his second year to be tried in this court, as counsel for the plaintiff in two and as counsel for the defendant in two. The student is required to take entire charge of, and to be responsible for, his case, and is expected to see to it that his four cases are disposed of in the Municipal Court and appealed to the Superior Court before the end of the second year.

The Third-Year Class are expected to carry forward in the Superior Court the pending appeals from the Municipal Court at the beginning of the third year, and also to begin action, originally in the Superior Court, in as many cases, at law and in equity, as may be found desirable. The trials in the Superior Court follow the order of those in the Municipal Court, except that each student will have the opportunity — or will be required, as may be deemed expedient — to try one case before a jury which will be drawn from the lower classes.

In taking a case to the Supreme Court, exceptions are claimed in the Superior Court, and a bill of exceptions prepared and filed as required by the statute, and allowed by the Superior Court. The case is then entered in the Supreme Court according to rule, and a brief prepared.

The cases assigned are the study cases in the various subjects of the first two years, in order to give a review of the work of these years before the student leaves the

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school. Procedure will be suggested such as to give the student experience in the more common matters of practice which he will encounter in his first years of practice.

Very little suggestion is given to the student in the conduct of his case except at the hearing thereon, the purpose being to have the student learn by his own mistakes and to have him feel the responsibility of his own case. Record is kept of the work of each student, in order to teach by experience the penalties which are imposed in practice for negligence or a failure in punctuality.

There is also a court, called the Master's Court, for the conduct of cases to be assigned to candidates for the higher degrees. The jurisdiction of this court may be Federal or State, according to the particular case.

Ex-Governor John D. Long addressed the Law School on Tuesday, February 16, on "The Lawyer's Relations to His Clients."

This was one of a series of lectures given by prominent members of the bench and bar dealing more particularly with the lawyer's relations and duty to society. The moral aspect of this relation is being strongly emphasized in the various addresses given.

Messrs. Moorfield Storey and Louis D. Brandeis have already addressed the school, and addresses are expected in the near future from Hon. Herbert Parker and Hon. Albert E. Pillsbury, from Judge Arthur P. Rugg, of the Massachusetts Supreme Judicial Court, from Judge L. E. Hitchcock, of the Massachusetts Superior Court, and from Judge DuBois, Chief Justice of the Supreme Court of Rhode Island.

On Monday, January 18, the Hon. Moorfield Storey, of the Boston bar, addressed the Law School upon "The Lawyer's Relation to the State." This lecture is the first in a course designed to bring before the student body the moral duty of the lawyer, both before the courts and in public life.

The general subjects will be "The Lawyer as a Leader" (1) in the administration of justice and (2) in public life.

Under the first head will fall (1) the lawyer's relation to his clients, (2) his relation to the courts. Under the second head, (1) his relation to his neighbors, (2) his relation to the State.

The course will be given by several of the leaders of the Suffolk Bar and by judges of the Massachusetts Courts.

The recently issued catalogue of the Imperial Pei-Yang University of Tientsin, China, is of interest from the fact that this is the first Chinese University to contain a law department, and the only Chinese University where the principles of American law are studied.

It is also worthy of note that the Law School of the Imperial Pei-Yang University uses for the class-room Dean Bigelow's cases on Bills and Notes and his text-books on Torts and Wills.

Assistant Professor John E. Macy of the Law School is engaged in the preparation of a new edition of Elliott on Public Corporations for the law publishers Callaghan & Company of Chicago. This new edition is designed for use in law schools. The present edition is to be revised and enlarged and brought down to date.

Mr. Henry Irving Twiss, A.B. '00, M.D. '03, has begun the practice of medicine in Seattle, Wash. He will limit his practice to Orthopedic Surgery.

Professor Theodore P. Ion, Lecturer on International Law, spent a week in Nebraska investigating the recent Greek riots in South Omaha.

Professor Ion went to Nebraska to ascertain for the Greek government the total damage suffered by the Greek subjects, preparatory to laying the case before the State Department through the Greek minister. The United States government will be asked to make restitution for the damage suffered by the Greek subjects in South Omaha.

SCHOOL OF MEDICINE.

The medical friends of Dr. Walter Wesselhoft, of Cambridge, gathered, on the evening of March 3, at the Hotel Somerset, Boston, to the number of about one hundred and twenty-five, for the purpose of tendering to him a complimentary banquet upon the fiftieth anniversary of his entrance into the medical profession. The occasion was one of the pleasantest that has occurred in homœopathic circles for a long time. Many expressions of gratitude and esteem were noted from all present. The presiding officer, Dr. John P. Sutherland, introduced as the speakers Drs. John L. Coffin, Frederick B. Percy, H. P. Bellows, and Wesley T. Lee. The feature of the evening was the presentation to the guest of honor of a loving-cup suitably inscribed, and bearing with it the good will of nearly two hundred physicians who united in procuring it.

Dr. Wesselhoft responded briefly, expressing his appreciation of the courtesy rendered. Such a celebration was certainly fitting, as probably no one now living in New England has given more time, energy, and thought to the advancement of the Boston University School of Medicine, the Massachusetts Homœopathic Hospital, and homœopathy in general, than has the distinguished recipient of this honor.

The pathological exhibit of Boston University which received the medal at the International Congress on Tuberculosis has by request been included in the New York Tuberculosis Exhibit, and is at present on exhibition in Philadelphia. Much credit and many words of commendation have been received by the school authorities concerning this. The attendance at these two exhibitions, exclusive of that in Washington, will be in the neighborhood of 1,400,000 people.

A Geburtstags-Tanzkränzchen in honor of the medical reformer Samuel Hahnemann will be held at the Hotel Somerset, in Boston, on Thursday, April 22, under the auspices of the New England Hahnemann Association. Among the objects of the celebration as stated in the official announcement is the following: "To create and help maintain a living and vital interest in Boston University School of Medicine, which is in need of funds with which to pay its mortgage debt, to add to the equipment of its laboratories, to purchase books for its library, to furnish scholarship-aid to needy students, and to establish endowments for professorships."

A very interesting meeting of the Boston Homœopathic Medical Society was held in the Natural History Rooms on Thursday evening, March 4. The speaker was Dr. Royal E. Copeland, Dean of the New York Homœopathic Medical College, who gave an address upon "The Reasonableness of Homœopathy." In this address the speaker showed how in practice along the lines of homœopathic precepts the results of the latest scientific investigations are bearing out the contentions.

A large audience showed keen interest in the paper, which was freely discussed.

Recent Books

Among the spring announcements of Houghton, Mifflin and Company is a new book by Professor B. P. Bowne, entitled **Studies in Christianity**. The work consists of a series of studies dealing with such topics as "The Christian Revelation," "The Incarnation and the Atonement," "Christian Life," "The Modern Conception of the Kingdom of God," "The Church and Moral Progress," "The Church and the Truth."

John Burroughs has this to say about Professor Dallas Lore Sharp's new book, **The Lay of the Land**: "He is making excellent literature out of his nature-lore. His chapters are as full of wit and humor as they are full of keen observation. The nature-fakers will not love him, but all true nature-lovers will."

Mr. Leonard P. Ayres, '02, formerly General Superintendent of Schools for Porto Rico, has brought out in joint authorship with Luther H. Gulick, M.D., formerly Director of Physical Training in the New York Public Schools, a book entitled **Medical Inspection of Schools**. The work appears as a publication of the Russell Sage Foundation (Charities Publication Committee, New York).

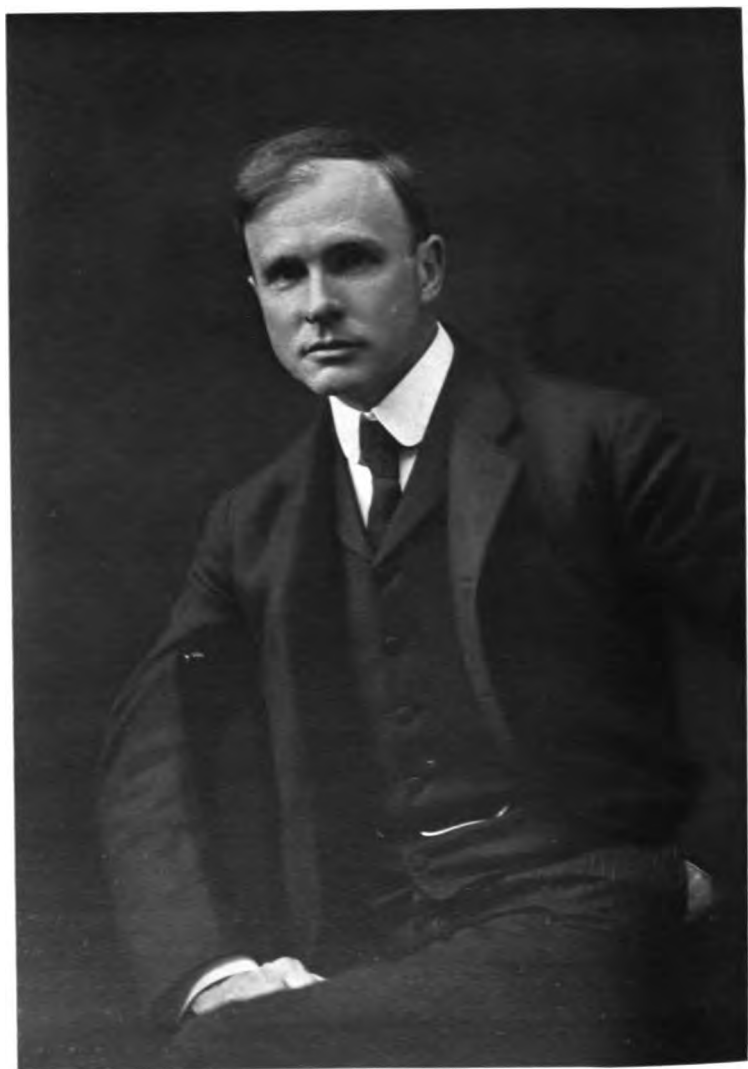
Frank Pierrepont Graves, Ph.D., '92, Professor of the History of Education in the Ohio State University has just published a **History of Education** (The Macmillan Company, New York).

The article by Professor James Geddes, Jr., on **Educational Advantages for American Students**

in France, which originally appeared in BOSTONIA (October, 1903, January and April, 1904), has been published by the author in pamphlet form. After the original publication in BOSTONIA the article was reproduced with considerable alterations and additions in *The Waverley Magazine* (September, October, and November, 1908), the organ of *The North American Teachers' League*. In the pamphlet just issued the article has been thoroughly revised, considerably augmented, and brought down to the present.

Volume IX of Karl Vollmöller's *Kritische Jahresbericht über die Fortschritte der romanischen Philologie*, which has just appeared, contains an article by Professor James Geddes, Jr., of sixty-one pages covering the literary output in French Canada for the years 1905 and 1906. Three hundred and twenty-one contributions are numbered and reviewed critically. The works dealing with philological or linguistic matters receive fuller attention, but intellectual activity in any department of science is also the subject of more or less extended comment. The progress made in education and along scientific lines in French Canada within twenty years can clearly be traced by comparing the recent articles with those furnished the *Jahresbericht* by the same writer several years ago.

Professor Lyman C. Newell's **Inorganic Chemistry for Colleges** has just come from the press. It is a text-book of nearly six hundred pages, and is intended for use in higher institutions of learning.



PROFESSOR BLISS PERRY, LL.D.

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THE COHERENT LIFE.

Professor Bliss Perry, LL.D.

[Abstract of the Commencement Address, delivered in Tremont Temple, Boston, Wednesday, June 2, 1909.]

READERS of Carlyle's Journal may recall a certain passage written in October, 1841. Carlyle was then forty-five. He was now reading and meditating upon the subject of Oliver Cromwell, but had put nothing effectively upon paper. On Oct. 3, 1841, he records his lack of energy and perseverance: "It is a strange incoherency, this position of mine; . . ." and then he adds this flashing sentence, which shall be our theme to-day: "*But what is life, except the knitting up of incoherences into coherence? Courage!*"

Our mortal task, then, is to bring order out of chaos, consistency out of inconsistency. The ideal life, for the individual and for society, is the coherent life. These words will suggest, perhaps, those other counsels of perfection, "the strenuous life," and "the simple life." The doctrine of "the strenuous life" was one of the most superfluous gospels ever preached to the American people. "The simple life" was, and is, more gracious in its invitation to the spirit; but as a practical programme it has its difficulties. "Simple" may mean bare, barren. The attempted simplification of society has before now brushed away not only useless heirlooms, but

also the structural supports of civilization. Simplification may become a mere fad. Nevertheless, the theory of simple living has its value.

Yet the coherent life is a clearer working model. Coherence is not opposed to manifold variety of organization and capacity, but it does suggest the presence of some unifying principle, and the ability not only to plan one's work, but to work one's plan. Engineers affirm that a ship "finds herself" after a voyage or two; there is a subtle adjustment of part to part, until all the mechanism seems to take on personality. "She," not "it," breaks the record. A man "pulls himself together" after some disintegrating experience. He adjusts himself to the altered conditions, and lives once more a coherent life.

Thomas Carlyle's own experience, in fact, affords a good illustration of the laborious search after a harmonious adjustment of character to circumstance. He studies for the ministry; teaches school; studies mineralogy and higher mathematics; studies law; tries for a professorship of astronomy. None of these conventional paths lead him anywhere. And then comes, one day, that psychological experience which made all external choices easier henceforward. It was the Leith Walk revelation, afterward transferred to a memorable page of *Sartor Resartus*. "I found it," he says, "to be essentially what Methodist people call their 'conversion.' . . . And there burnt accordingly a sacred flame of joy in me." In another passage of his *Reminiscences* Carlyle reverts to this inner conquest in this fashion: "I, poor, obscure, without outlook, almost without worldly hope, had become independent of the world. . . . I had, in effect, gained an immense victory. . . . I then felt, and still feel, endlessly indebted to Goethe in the business."

The mind of Goethe, calm, coherent, beneficent, is to be traced throughout that other chapter of *Sartor Resartus* entitled "The Everlasting Yea." Its clear-toned message rang through New England seventy years ago. "'Close thy Byron; open thy Goethe.' . . . There is in man a Higher than Love of Happiness: he can do without happiness, and instead thereof find Blessedness. . . . Love not pleasure; love God. This is the *Everlasting Yea* wherein all contradiction is solved." . . . And that wonderful chapter closes with sentences in which the practical maxims of Goethe are blended with the mystical utterances of the New Testament: "Be no longer a chaos, but a world. . . . Produce, produce; work while it is called to-day; for the night cometh wherein no man can work."

To those of us who are responsive to such moods of eloquent transcendentalism, the passages which I have taken from Carlyle may seem to

be an end of the whole matter. No one would deny that the individual ought to be at peace with himself, and that he should work in harmony with the general scheme of things. But to put the doctrine into practice is for most of us a matter of supreme difficulty. As we look out upon human society, its incoherence is one of its most striking characteristics. Ours is a world of square pegs and round holes; a world of misfits. To men of a certain type of imagination life looks so serious that it must be a joke. To imaginations of another type life would be a joke if it were not so serious.

If, on the other hand, we turn away from the picture of contemporary society, and look backward to some golden age of accepted theory and harmonious practice, we cannot find it. No epoch is more frequently selected as a pattern of a successful *modus vivendi* than the first half of the eighteenth century in England. Let us glance at it for a moment. The country was at peace. It was prosperous. The standard of physical comfort rose. Political forces seemed at an equilibrium. Both parties were weary of the political extravagances and enthusiasms of the seventeenth century. England was sick of governmental experiments. It accepted the tenet that the House of Commons was the voice of the people, and it allowed a shrewd, pacific Cabinet Minister like Robert Walpole to direct the House without scrutinizing the means employed. Everywhere the spirit of successful compromise prevailed. Poets wrote to please "the town;" and just as the expert spectators of a tennis-match follow and applaud the clever strokes of the players, so did London town follow and applaud the sallies and volleys of little Mr. Pope. They all knew the game. Indeed it was much the same game everywhere, whether played by poet or politician, parson or philosopher.

This English eighteenth century, then, in its earlier decades afforded the rare spectacle of an apparently coherent organism. In its own opinion its ideals were liberal. Its temper was not unkindly. It believed in science. It was, indeed, that "excellent eighteenth century."

Now what was the matter with it? Why was it that this platform of compromise was destined to sink and disappear? The answer will help us to understand the limitations, as well as the usefulness, of schemes for social coherence.

And the answer, I suppose, will be something like this: The Englishmen of that age were bound to discover the presence of facts which their formal systems failed to make room for. For instance, they distrusted emotion. They disliked the mysterious, the vague. But though they thus closed the door on the invisible, the supernatural, it took its revenge by creeping back under the threshold. For this yearning for emotional satis-

faction is also a fact to be reckoned with. Passion, imagination, once more took possession of that respectable, swept-and-garnished eighteenth-century mind, and the age came to a close in the full tide of romantic enthusiasm and extravagance.

If we turn to the religious or social history of that century we find precisely the same development. The formal social framework becomes everywhere too rigid for the expanding inner life. Order and regularity are all admirable if they do not grow tyrannous; but the symmetrical must sometimes yield to the vital. And vitality is forever unfolding new and unimagined perfections of symmetrical design. Nature will have her way. She has her own logic. Earthquakes are caused by the effort of the earth's crust to adjust itself to changing conditions of pressure. It is a titanic effort to knit up incoherence into coherence. This is the old story of revolutions. Was not the political cataclysm with which the eighteenth century closed a sort of clumsy earthquake effort to bring political systems into harmony with economical and social facts?

The lesson of our own political history is equally emphatic upon this point. Theory must rhyme with fact. To the dispassionate reader of to-day Webster's Seventh of March speech meets every intellectual test. It argues that the pledges of law and contract should be fulfilled, in the interests of harmony and peace. The union of the States must be maintained by the performance of constitutional obligations. Or, to be more specific, "There has been found at the North," says Mr. Webster, "a disinclination to perform fully constitutional duties in regard to the return of persons bound to service who have escaped into the free States." In complaining of this evasion of plain duty, "the South, in my judgment," says Mr. Webster, "is right, and the North is wrong." No abler argument for political coherence was ever made. The Fugitive Slave Law was passed. But now listen to Ralph Waldo Emerson's opinion of that law: "The Act of Congress of Sept. 18, 1850, is a law which every one of you will break on the earliest occasion . . . a law which no man can obey without loss of self-respect." The North had to choose between the coherent constitutionalism of Webster and the apparent anarchy commended by Emerson. I say "apparent" anarchy, because on that issue surely Seward was justified in claiming that there was a "higher law." The "poor heathenish Kentuckian" in "Uncle Tom's Cabin," who helped Eliza up the north bank of the Ohio River, remarked, "I don't see no kind of 'casion for me to be hunter and catcher for other folks." He had no guidance but his natural instinct of pity, yet the civilized world long since decided that the Kentuckian was right and the great Defender of the Constitution was wrong.

When we agree, therefore, to praise the principle of coherence we must make one reservation. Our pattern of behavior and conduct must not be too small. Vitality is the essential thing. The plant is worth more than the pot. What seems incoherent often seems so because it is full of matter; just as people sometimes stutter because they have so much to say. Human society advances irregularly. Its alignment is always imperfect. There is incoherent energy enough all around us; there is a constant lack of disciplined energy.

We need coherent thought no less than united action. We are constantly in need of some new synthesis, some rearrangement of fact. But when the new idea sounds it is puzzling, disruptive. Successive generations fail to understand each other. Fathers and sons often speak tragically different dialects. The new facts, new experiences, new interpretations, bring not peace, but a sword. To reverent minds of one generation the doctrine of evolution seemed little less than atheistic; to the equally reverent minds of the next generation it has become a hypothesis which explains, relates, coördinates, brings coherency out of incoherency, and justifies the patient ways of God to man.

I have ventured at such length to illustrate the struggle between coherency and confusion in organized society because it bears upon the practical problems which confront those young men and women who are now leaving the University behind them. They are to find their places in a world which has always been characterized by its incoherency, and yet one which has always struggled toward consistency and order. Into this puzzling play and counterplay of forces our universities send annually their regiments of recruits. Temporarily, at least, they cannot be said to simplify the situation. The youthful graduate, with all his virtues, is seldom regarded as a pattern of coherent behavior. So persistent, in fact, is his inconsistency that Plato's witty portrait of the Greek undergraduate is as lifelike as if it were sketched this morning: "He lives through the day, indulging the appetite of the hour. . . . His life has neither order nor law; so he goes continually, and he terms this joy and freedom and happiness." But this is not quite the whole story. Youth is forever incoherent because uncertain of its aim; yet it is also incoherent because it is alive. The undergraduate with a formal, pigeon-holed mind is likely to lead his class at twenty. At forty he often finds himself a clerk for life. And, on the other hand, every college teacher remembers pupils whose undergraduate heads were like a girl's upper bureau drawer, but who by gift of some ultimate sorting ability are now leading their professions.

The young men and young women who take their degrees to-day are full of unclassified ideas, of unassorted impulses. Leaders in the educational world have been debating theories, experimenting with programmes, wondering what studies are best. Meanwhile the graduates are only half educated. Your salvation lies in the fact that you realize it. Your choices at the educational bargain-counter which now stretches from the Kindergarten to the University have been necessarily random. But, after all, they have been yours. If any educational theory whatever has emerged from the turmoil it is this: that even an incoherent liberty is better than the old superimposed uniformity.

Whenever you have left your incoherent studies long enough to observe the world of business and politics you have found there, likewise, a decade of chaos. It has been a decade of excited denunciation and "exposure." Old codes of procedure seem inadequate, for the facts and conditions of our daily life are rapidly changing. The conservative mind is puzzled.

Now what is the practical lesson of this contemporary incoherence? Is it not that the undefeated idealism of the American people is quite willing to turn and overturn until a better basis for social justice shall be found? The necessity for mutual understanding, for respect for law, is dictated by actual lawless situations. We need, just as the English eighteenth century needed and found, a working platform, a *modus vivendi*; but we shall have studied that century in vain if it has not taught us that all such working theories must be broad enough to include the whole range of ascertainable social fact.

If there is reason for perplexity, therefore, as you face the confused issues of the present hour, there is also reason for rejoicing. Beneath the surface of selfish and cynical discussion there are streams of right tendency. You must penetrate to them. If you are shocked at the inequalities of the human lot, then do something to adjust those inequalities. Take one example, only, of national incoherency. We create a fighting class, exhort it to shoot straight and shoot first — and then pray in church for the blessings of peace. If you think such action not only incoherent but blasphemous, then say so. But do not stop with the talking; work constructively with your neighbors to straighten the tangled web of national jealousy and suspicion.

We come back thus to our starting-point: a lonely scholar in his study, heartening himself by the thought of the universality of the struggle between disorder and order. "What is life, except the knitting up of inco-

herences into coherence? Courage!" I should be untrue to the central teaching of Carlyle if I did not remind you that it is *action* which brings the only solution of the mysteries and contradictions of the human spectacle.

We find our job, ordinarily, by working at it, and we simplify it as we go along. We have first to pull ourselves together into physical and mental coherence, and then to pull all together. I remember a stroke invented by the captain of a Yale crew. When pulled on the rowing-machines in the gymnasium the stroke was a marvel, but at the finish of the race at New London Yale was several lengths in the rear. In sympathizing with a Yale man I hazarded the opinion that the trouble was with the new stroke. "No," he replied: "it's a good stroke. Of course we don't feel quite certain yet how it works *in a boat, on the water.*"

The moral is obvious enough. Your race will be rowed on the river. The gymnasium has been useful. Your chosen university has taught you something of discipline, of reverence, of insight. For all its guidance you should be grateful. And if your university has "unsettled" your views, pointed out new goals for yourself and mankind, you should be grateful for this also. The fabric of life should be rich and honestly woven. If an artificial symmetry of pattern has been gained by excluding what belongs in life's texture it will have to be unravelled. Coherence is the law of life. With bodily tissues momentarily breaking down and as momentarily renewed, with spiritual energies forever withering but forever refreshed from the deep springs, the generations go forth to their labor until the evening. Here and there you will see a man rich in intellectual interests and abounding in practical service who has so ordered his activities that he has a right to say with proud simplicity: "This one thing I do." That man is to be envied, for he has found the secret of the coherent life.



The number of graduates at the last Commencement was 300, grouped as follows: A.B., 97; Litt.B., 2; S.B., 19; S.T.B., 54; Diploma in Theology, 4; LL.B., 59; I.B., 13; LL.M., 2; I.M., 2; M.D., 19; A.M., 16; Ph.D., 13.

HON. WILLIAM R. PORTER.

HON. WILLIAM R. PORTER was born in Yarmouth, Me., on May 20, 1825; and on Nov. 28, 1908, passed to his reward, at the advanced age of eighty-three years. He was a man unusually gifted, and he had an honorable career. His ancestors, who were of sturdy Puritan stock, settled in New England in 1635. He was the son of Capt. Stephen Porter. In form and features he was a typical New Englander.

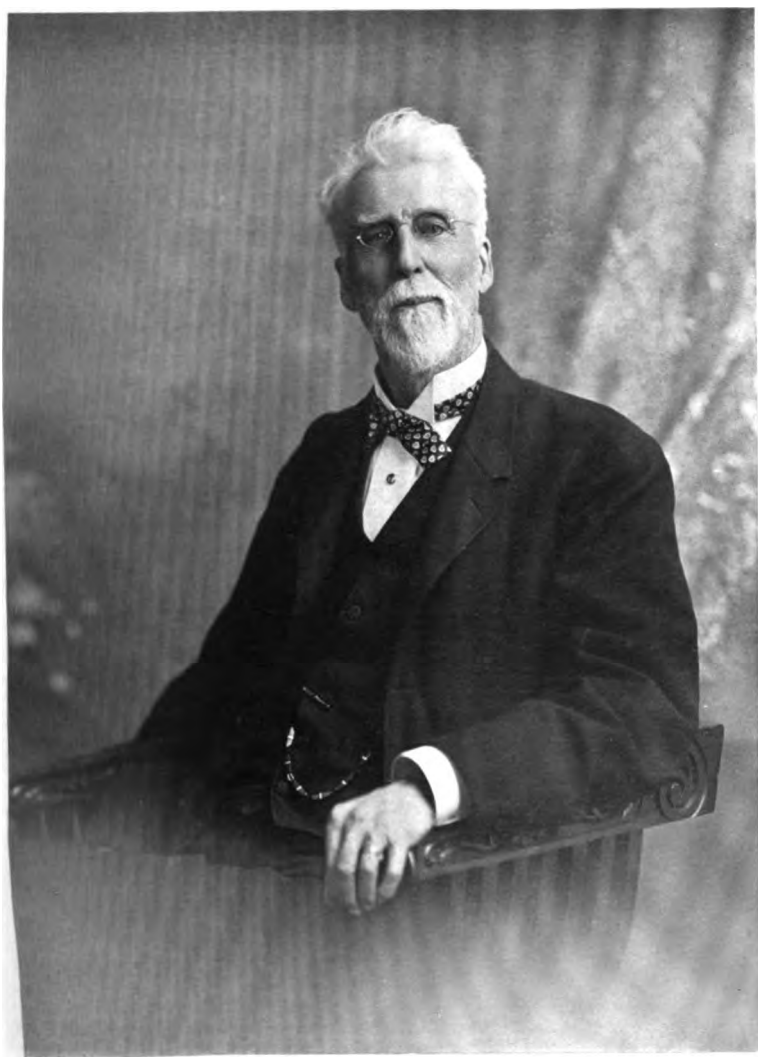
He attended the common school in his native town, and in due time entered Bowdoin College, at the early age of fourteen years. He graduated in 1843, at the age of eighteen years, and was the youngest member of his class. Throughout his college course he had to practise the strictest economy. He worked on the farm during the summer months and taught school in winter, to help defray his expenses.

After graduation from Bowdoin College he was engaged as preceptor at Fryeburg Academy, which position he filled with honor. He chose a business career, and devoted himself to his work with characteristic fidelity and earnestness. For fifteen years he was employed by a large publishing-house in Portland, which gave him the opportunity to travel over a wide range of territory and to form business relations in nearly every State of the Union. By virtue of his energy, insight, and ability he was soon chosen manager of the business he had so successfully promoted.

He filled with honor and credit to himself several public positions. In 1851 he was chosen State Senator to represent Cumberland County. He was a member of the Board of Education for three years. For four years he was in the Custom House in Portland. Politics had very little attraction for him, and he devoted himself to a mercantile life.

He was preëminently successful in business affairs. He was prudent and conservative, and, withal, painstaking and accurate. His sagacity, honesty, and tactful manner in dealing with men won for him a good business reputation and enabled him to exert a strong influence throughout his extensive commercial relations. Mr. Porter had likewise a keen and versatile mind. His fund of information in both classical literature and in current affairs was above that of the average college-bred man. He was gifted as a writer on current topics, but his active business life prevented him from exercising his gift except in a small degree.

He had a deep religious nature, which assumed an expression peculiar to himself. He was no churchman, but was a firm believer in the Christian religion. His conception of God was that of a loving father who would



HON. WILLIAM R. PORTER

deal justly and care for His children. In his young manhood days his religious nature was greatly influenced and shocked by the harsh and severe preaching of the Calvinistic doctrines. He could not conscientiously unite with the Church that endorsed these teachings. However, he never lost sight of his religious life, and maintained throughout his long career exalted views of Divine Providence. A short time before his death he remarked to a friend, "I hope God will give me something to do in heaven, or else blot me out of existence. I am willing to accept the humblest place in the heavenly kingdom."

In 1846 Mr. Porter was united in marriage to Miss Elizabeth Deering, of South Paris, Me. Five children were born to them. He was devotedly attached to his home. His family life was loyal and tender. For more than sixty years he and his devoted wife sojourned together. He leaves, besides the widow, three daughters, who greatly revere his memory.

Mr. Porter was a generous man. He accumulated by thrift and economy considerable means, but was never lavish in his personal expenditures. During his lifetime he provided something towards the endowment of Bowdoin College, Northwestern University, and Boston University.

It is fitting to give this brief tribute to his memory. His figure was tall and manly. His genial social temperament and conversational powers were an inspiration to his many friends. His purity of character, nobility of soul, and reverent spirit have left a lasting impression for good.



SUPERINTENDENTS AND COMMITTEEMEN.

Professor M. L. Perrin.

[The following article, contributed by Professor M. L. Perrin to the *Boston Evening Transcript* of Tuesday, May 25, raises a question so important and so urgent that we reprint the article in full. In the same issue the editor of the *Transcript* discusses the educational situation, as it is described by Professor Perrin, and says: "Some legislative steps should be taken toward defining the status of the school superintendent in our educational system." Of the present situation in various towns and cities in Massachusetts the editor remarks: "Such chaotic conditions make the school superintendency one of the most precarious positions in the educational service of the country."—THE EDITOR.]

IT is one of the anomalies in the American system of self-government that the people of a town or city can tie themselves up by electing a School Committee that shall block the educational progress of that whole

community. A century ago the School Committee was chosen at town meeting, to see that good schooling facilities were provided. This purpose was definitely enough stated for the times, when they hired the teachers and passed judgment upon the results. But now, when they hire a professionally trained man to take that care and do not let him do it, it works confusion. The system has outlived its early adaptation. Let the committee nowadays take care of the business end of the proposition and decide how much the town should spend on the schools; let them put a definite part of this into the hands of the superintendent, and determine the general policy. Then hold him responsible for the results; and let these results be judged by a standing State Board of competent, experienced men.

A temporary committee, chosen for all sorts of reasons other than scholastic experience (and perhaps this is as well), cannot be expected to determine the wisdom of any expenditure which involves elements of usefulness from a purely pedagogic point of view. Paper is not paper, nor are pencils pencils. Such things, text-books, courses of study, arrangement of classrooms and recitations, are a superintendent's working-tools. As well might a rich man hire an expensive chef and then dictate to him where he shall buy his spices and what flour he shall use. Or he might lay out a fine estate and then refuse to allow his gardener to select his own seeds and the fertilizer best adapted to the ground.

Again, the superintendent should know the children, the parents so far as possible, and the peculiarities of the various districts of the town, so that he may study to get the best results from the given conditions. This cannot be explained to a school committee in a hurried monthly business session of three, six, or nine busy men. He should understand his teachers, and they him — so that he may secure from them loyalty and their very best efforts. In general, he should be restricted in their selection only by the amount the town or committee will grant for salaries. The rest is a matter for professional consideration, to which he has been trained. To do all this work well, he must be free from non-professional interference, and his tenure of office should be assured for more than one year. What is the inducement for a superintendent to lay the foundation for a splendid system, or to build up ideal educational conditions, if some ignorant committeeman can thwart him or oust him when he takes offence at something about which he cannot be a fair judge? The situation is the best instance of the bull in a china-shop. And worse; for the bull is turned loose for good. The public has tied its own hands. The committee has been elected or appointed for a term of years; and no other body of men in the world has

such absolute power while it is in office, as several test cases have proved. One ambitious man on the board may think he has an educational idea; and if by his personality he dominates the others and rarely changes his own mind, he may arbitrarily and perhaps unwittingly undo years of patient development. Educational work cannot be run like a factory; nor can superintendents be changed off like coachmen, as if their chief requisite were to be able to drive well.

The unsympathetic conditions that hamper a superintendent to-day are preventing the best men from going into such a precarious profession — unless they stipulate, as is done in some cities, that they shall not be interfered with. This establishes, to be sure, a one-man power; but it should be so, so far as it goes. For only by placing the management of all the educational details, from start to finish, in one head can the best results be obtained. Those superintendents that are at the mercy of political favoritism or unprofessional caprice soon grow sick at heart. Statistics show that few hold out very long. Surprisingly few in Massachusetts are of over a dozen years' standing. They choose rather a principalship, which, though far less pleasant as an occupation, is comparatively permanent as a position and usually more profitable, since there is much less of an indefinite outgo in the way of small expenditures. Moreover, there is constantly in the superintendency the severe strain on one's self-respect. For, knowing that there is nothing whatever to appeal to in the way of well-founded judgment or pedagogic sense on the part of the members of the board, it becomes frequently necessary to save a good cause by condescending to tricks of humor, to the *argumentum ad hominem*, or by "working" the particularly fractious committeeman (or woman) with some pleasant reference to his hobby, from the bravery of the local firemen or the new minister to the scarcity of good lumber and the price of cotton. A desirable teacher, too, who is to be interviewed must be posted on all these points; while, again, some new and carefully investigated plan of school régime, if presented too straightforwardly, may not obtain even a hurried hearing. As much thought and anxiety has to be spent on putting it through as on working it up. At a Massachusetts superintendents' meeting it is noticeable how frequently after the mutual greeting the question follows: What sort of a committee have you to deal with this year? All this may do in politics and in business, but it is not favorable to the pursuit of high ideals; for self-respect both in teacher and in superintendent is the only foundation for enthusiastic endeavor.

Meanwhile, how the schools, the aim of it all, must suffer! The Ger-

mans will not only keep ahead, but further outstrip us in the future; for there is but little loss of energy in their progressive system, while we are but marking time. They limit the right of the people to meddle in educational matters. Perhaps they are too drastic in excluding parents from school buildings, though this in their system saves a deal of useless friction; and a commission determines how much must be raised in taxes for schools by each community. In America it may be well left to the people of each town to say how much they wish to spend; for stagnation threatens as the result of inertness. They should also appoint committees to confer with State authorities in deciding upon the situation, appointments, and general equipment of buildings, thus saving heaps of money ill spent by bungling, inexperienced "building committees." But it is a rabid kind of socialism that in the actual pedagogic workshop excludes the best professional thought and devotion altogether, or smothers it under the extinguisher of an antiquated system, kept in use for its democratic looks.

Americans naturally fear concentrated control. This dread has become morbid by reason of corruptions and extravagant developments in the business world. The public or its ignorant representative must have its finger nowadays in every kind of a soup, to try it. The best cooks won't stand it! Education as a profession has vastly more in common with cooking than with business. It may take American communities a long while to see that point. Or, to refer again to its analogy to a garden, what kind of service can a man expect to retain who goes out and pulls up and turns over the sprouting beans, because he is convinced that they are growing wrong end up? To be sure, if his gardener rebels he is rich enough to hire another who will obey him! Is it any wonder that American schools do not improve in keeping with the immense sums of money spent upon them? They cannot, until the superintendents are allowed to put up the signs "hands off" to their own employers, and are sure of being judged only by their peers. This would bring the best men into the ranks and keep them there. Results, which can now only be prayed for, would speedily follow.



During the last semester one division of the Freshman class in Latin, consisting of twenty-eight members, was offered the opportunity of meeting in sections of five and six for one extra hour each week, without credit. The work done at these extra sessions was partly in preparation for the regular lessons and partly in purely sight reading. The results were very satisfactory.

[Abstract of the Baccalaureate Sermon, delivered by President W. E. Huntington in Jacob Sleeper Hall, Sunday, May 30, 1909.]

"For we can do nothing against the truth, but for the truth."— 2 COR. XIII.8.

THE most vivid illustration that the apostle's own utterance has ever had was that sudden conviction which changed Saul of Tarsus to Paul the Apostle. He was a Hebrew of the Hebrews; and had consented to the martyrdom of Stephen. He had no conception that outside the regimen that an ancient priesthood had ordained for religious life there was any truth to be sought for or believed. So he was *against* the new sect. But suddenly a transformation takes place in the life of this fiery zealot. The story makes the event take place under the noonday splendor of the Syrian sun. The flame of conquering light seemed to reduce to nothingness all his past zeal against the Christian faith. The light from heaven, and the voice out of that light, brought the great crisis to his soul. "It is hard for thee to kick *against* the goads." "You are on the wrong track. . . . Rise up; go to Damascus; there you will get more light. You are to be a 'chosen vessel.'" This was the substance of the message which transformed this man.

Do you wonder why he said, "We can do nothing against the truth, but for the truth"? What this apostle did for the truth forms one of the greatest records in human achievement. His work will never be forgotten by Christendom.

The proper relation of human endeavor to certain world movements is the subject of our thought. There are some well-recognized movements stirring through civilized life which are significant facts for our time.

I. The movement of ever-widening human intelligence. This is one distinctive element in civilization. The providential plan is that mankind shall increase in intelligence.

And yet — only the fringes of the earth's population are fairly intelligent. The typical Greek mind in the bloom of Athenian supremacy is still the wonder of men; but even then there was no wide-spread intelligence in the Hellenic people.

The Roman contributions to culture were remarkable; the Latin race was even mightier in the formulation of law, in construction, in letters, than it was in military prowess. Nevertheless, only a small fragment of Rome's empire was fairly intelligent.

In the long dark age of mediæval time intelligence was found for the most part within strictly ecclesiastical limits. It is not many decades back

to the time when the English universities excluded all students who did not come from families of the Established Church.

Our free conditions in America have widened the domain of education. It is conceived as a fundamental duty of a democratic state to see that its rulers — the people — shall be intelligent. Our higher institutions of learning are endeavoring to encompass universal knowledge in their courses. Intermediate and elementary schools are straining every resource, and now industrial education is crowding upon the attention of thinkers the demand that children be taught in the fundamentals of our common industries.

The movement toward universal intelligence has ever been widening and deepening. The goal has by no means been reached. We are overwhelmed with the magnitude of the problem,— how to give a perfect education to all members of society; how to determine what is that ideal education. What is the meaning of the great variety of institutions which are for instruction of one kind or another?

One thing is clear,— the eagerness of intelligent life to conquer ignorance is tremendous. We cannot deny that there is a worldly, and even a mercenary, aspect to very much of our modern education; for as long as it does pay to be keen of intellect, no doubt there will be those who use every increment of intelligence for simply worldly ends.

I was interested to hear from an expert in the business of planting cotton-mills in the South this account of their method. The poor whites are for the most part the operatives. The mill is the best educator these people have known. Marvellous to tell, the mill-owners find it profitable and wise to build and support schools and churches. At this time these parents do not generally care to send their children to school. But these mill-owners know that the time will come when they will see the value of schooling.

This illustrates the fact that there is a tendency in our civilized world that is carrying the race into more and more of intelligence.

II. The world movement toward an ideal civil order.

One of the age-long problems of human study is how men may live together in peace and good order. The rule of might has not worked well. Mere force may subjugate men into obedience, but there will come a time when that force will be challenged. The rule of the *aristoi* has not been finally approved.

The rule of the whole — pure democracy — is impracticable. What is left? Just what we have in our own American experiment — if it is still

an experiment; that is, government by the majority. We criticize it. But along this way only is there hope. It may not be an easy question to answer as to whose ballots shall be counted. It looks very much as if it would not be a long time before woman would come to such recognition as will permit her at least to have as much part in government as any common, ignorant man enjoys.

But what is the great on-moving current which is felt pushing its way through all experimenting in politics?

This is the answer. (1) The common man wants a fair chance,— the right to live in freedom; the right of a man to be a man. (2) This common man wants mere government reduced to a minimum; for it is expensive. (3) The common man wants peace and not war. He knows that when war comes he and his fellows in common life must bear the brunt of it.

The providential indications are that the undercurrent of modern political thought is moving in favor of this common man — this common life. There is serious doubt whether socialism as it is generally understood is to bring in the millennial age of a perfected politics. Anything that has the shadow of a suspicion of anarchy in it should be cast out of consideration. If socialism means an hysterical grasping for political power it is not reasonable to think that sensible men want it. It is not so much *power* that will reform abuses as it is *wisdom*. It is not legislation, but character; it is not guns, but consciences; it is not wealth, but justice, that will clear the air and help give this common life a fair chance. (1) "The truth" here is, every man has rights in the social and civil order; you cannot do much *against* this truth, you can do much *for* it,— to help it to be recognized and enacted in the constitution of society and state. (2) "The truth" is that the moral well-being of every man must be defended against all endangering forces. Men may do some things *against* this truth, but not always.

We cannot believe, as a certain article in one of our magazines represents, that fundamental principles in our American government are being held up to ridicule in some colleges of the country. Equality of rights; "government of the people, by the people, and for the people;" arbitration; regulated liberty; no tyranny by law, or wealth, or corporate power; — these are fundamental principles: the fathers announced them, lived for them, died for them. It is our part to hold them sacred, defend them, and so help to make our nation strong in the strength of the divine purposes for our Republic.

III. Again we strike a great divine purpose. Briefly and essentially

defined, it is the purpose to make men good, ready to do God's will. This stream of truth as Paul conceived it does not regard race differences or national boundaries. The apostle felt the immensity of this truth as no disciple had felt it. It fired him with his boundless energy; he was lifted upon its prophetic inspiration. This purpose that men shall at length, in this world everywhere, "deal justly, love mercy, and walk humbly," is really the function of what we know as *religion*; this is its ultimate meaning. For this the Son of God Himself lived and taught and died.

Errors will adhere to the forms in which truth clothes itself from age to age. Superstitions cling to the thoughts of men. Mistaken views in dogma have been elevated into standards for conduct. False exegesis of Biblical texts has been defended. These things are simply the incidentals in the progress of this movement of religious truth. Nevertheless, "the truth" as an undercurrent is still "mighty and will prevail." If we are against it because we are not yet enlightened we may hope to be forgiven; but the truth moves on all the same. If we are against it wilfully we can do nothing but make our protests; the omnipotence of God easily sweeps away our futile hindrances.

Ten times did the Roman Empire try to stamp out the growing power of this truth; but it still kept growing and deepening its hold on Europe.

Mohammedanism tried to overwhelm it in the eighth century, but Charles the Hammer was the divinely ordered thunder-bolt which saved Europe to Christianity; and again the progress of the Crescent in Europe was checked in the sixteenth century. Islam has been beating the Christian populations in the Ottoman Empire; but there are signs in the darkened sky that a better time is soon coming; "Daybreak in Turkey" has been heralded by watchmen who are on the watch-towers of the world.

All eyes are turned toward the Orient in these latter years. The light of truth is breaking over the lands of the sunrising. Of course it is the outward symbols of our Christian civilization as revealed in institutions, in machinery, in governmental order, that work into Oriental life most readily. But civil law, and schools, and philanthropies, and literature are forming the scaffolding around which the real Christianized life of those Eastern people will be builded. The truth of a vital religion will surely find its home there, and be the central power to hold those millions to their proper destiny.

I am not attempting to define too minutely what constitutes religious truth. All I am trying to do is to attract your attention to the greatness of this purpose,— that mankind shall be brought into fellowship with God.

This is the great need of our world. This is the "great reformation." It is easy to take narrow views of the truth. Sometimes men are so narrow as they try to do something *for the truth* (as they see it) that they actually work *against the truth*. Large conceptions of the truth that is to save this world are the only kind that are safe. A man must feel the greatness of the truth that he is trying to promote and vivify by his personal life, or he has not yet entered into the heart of the divine thought for mankind.

It is the truth that works well for the good of men that is probably nearest the right thing to believe and live for. The impracticable theory, the untried hypothesis, the fine-spun philosophy, are not likely to do the world's work.

It is sometimes true that men choose a course that leads to catastrophe when they supposed they were moving toward safe ends. The truth is often difficult to trace, and it needs wisdom to see the right current. . . . We are sure that there is safety and progress only as we steer in the deep-running stream of the divine order.

There is a conception of the divine Sovereignty that is beautiful, comforting, majestic: that God is moving omnipotently along through the ages of human development and progress; in loving-kindness and tender mercy, He is bringing something to pass in His moral Kingdom that will be glorious to contemplate when we are equal to measuring it. He cannot be defeated; He is irresistible. We cannot do anything against Him and His truth. You may remember that away back in that time when Æschylus wrote his "Prometheus," that Pagan poet got hold of this truth, as he said, "Never do counsels of mortal men thwart the ordered purpose of Zeus."

Members of the graduating class: The education with which you go out into life will prove an increment of power for you only as you ally yourselves with the great providential movements, some of which we have been looking at together.

You are always to be the exemplars of intelligent thinking and living. You will be *against* error, and superstition, and ignorance. You will love the truth. You will prefer to be *for* the truth even if it is not always popular. You will not mistake clamor, or fashion, or whims of any kind, for the truth.

You are equipped for society and not for the life of the hermit. You have been learning of social relations and social ethics. The questions that will insistently ask for attention in the time before you are the questions of adjustment between man and man, between classes and ranks of men. Never forget the great truth, "God hath made of one blood all nations

of men to dwell on all the face of the earth." Let this truth dominate you in all discussion of human rights and duties.

This is Memorial Day. It brings to our minds a terrible war. That war would never have been if that plain sentence in the Declaration of Independence — "all men are created equal" — had been the irrepealable law against all kinds of servitude. Politics will be safe if informed and permeated by this truth. Nothing that men may do against it will stand. You may be its staunch and fearless advocates.

Most of us here have never seen a heathen temple. We are familiar with sanctuaries where the true God is worshipped. We know something of the literature, the hymnology, and the art which have clustered about the institutions that have marked the progress of this true religion. We know something of the witnesses who have shown the power of the truth to make men free, and noble, and pure.

Will you recognize again in your deepest heart to-day the supremacy and the triumphing power of this truth? Paul was willing to live and suffer, and at last to die, for it. We can never hope to do what he did. But it is something if we may be found in our place heralding the same truth, helping it to be understood and believed, looking for the time to come when its victory will be complete, and when He who said, "I am the truth," will reign "from sea to sea, and from the river to the ends of the earth;" — and His rule shall be forever and ever.



BOSTON UNIVERSITY.

THE name and location of Boston University predetermined its character. Established in the heart of the literary metropolis of America, with one third of the population of New England within easy reach of its halls, it could meet the just expectations of the public only by organizing as a metropolitan university of the most advanced and comprehensive type. It has the honor of organizing the first university ever planned from the start and throughout with no individual disabilities or class discriminations on the ground of race, nationality, sex, or other heredity.

The University was incorporated in 1869. Within the brief historic period of forty years it has become one of the most influential educational forces in the nation. It embraces the departments of Liberal Arts, Law, Medicine, Theology, and the Graduate School of Arts and Sciences. It has nearly one hundred and fifty instructors and more than fourteen hun-

dred students. Of the latter, two thirds are young men. The scholastic buildings and varied appliances are among the best. In classical and professional education it has established the highest standards of requirements for degrees, and given unusual encouragement to postgraduate students. Among the large body of students gathered about this educational centre are representatives of more than twenty foreign countries, and graduate students from more than one hundred colleges and universities.

The buildings of the various departments are situated principally on resident streets as quiet as a college town. The College of Liberal Arts, with its fine, commodious building, is located on Boylston Street adjoining the Public Library, where students without expense have access to its literary and scientific treasures. Student life in such a centre cannot fail greatly to augment one's intellectual resources and to enrich the later life. The large student body show by their patronage and interest that they appreciate these unrivalled advantages.

The founders of the University believed with rare earnestness that the highest of all educational ideals are distinctively Christian, and that distinctively Christian ideals, instead of isolating individuals or segregating classes, associate men and women in school, as in home and state and church. In harmony with this ideal the University puts a premium upon character as well as scholarship, and stands squarely for "the more abundant life" and for the kingdom of God "on earth as it is in heaven." It is free from all sectarian influences, but does seek to encourage and develop, on all suitable occasions, the personal religious life of the students. Its breadth and catholic spirit are illustrated by the fact that when the last census was taken, among the seven hundred students enrolled in the College of Liberal Arts there were more than thirty religious denominations represented.

The University has shared in the education of thousands of students who have gone out to become leaders of men. It affords in its various departments the equivalent of free instruction to more than three hundred students annually. Notwithstanding the numberless opportunities for self-support offered to the students by the large population here congregated, these students could not have received a college training if they had been required to pay the entire cost of their instruction. Fortunately for them, the endowments created by gifts, bequests, and annuities have supplied an income to help pay the cost. The number of students from year to year is increasing. The last entrance class in the College of Liberal Arts was fifty per cent larger than that of the previous year. The endowment

of the University is inadequate to meet the increase in current expenses. Meantime, opportunities of priceless value are being irrevocably lost.

It is evident that if the University is to do its providential work of training earnest and gifted leaders for coming centuries, the permanent endowment should be increased by several millions of dollars. Money invested here is effectively invested for the service of humanity. It is an enviable privilege for any one to found a professorship and let the income of the money thus given go on perpetually working to direct the intellectual and spiritual forces of those who will constitute the strongest bulwark of our civilization. The gift will enrich the donor's life and through all future time multiply his power and influence for good by commanding the services of trained scholars who will help to maintain our free institutions and our inherited ethical standards.

In view of the pressing financial demands of the University to keep pace with its constantly enlarging needs, the Trustees for the first time in the forty years' history of the University invite the public-spirited and patriotic friends of education to coöperate in raising a permanent fund of \$400,000 by July 1, 1910. Already one generous friend pledges \$40,000, on condition that the entire amount be secured. The outlook for the success of the movement depends entirely upon the strenuous efforts, heroic sacrifice, and hearty coöperation of every one who can give or raise any sum, however small, for this imperative need. It is important that you cheerfully respond according to your ability with a pledge for a large or small amount, in order to insure the success of the united effort within the time specified. The cause is worthy of your noblest benefaction.

Address all communications to the treasurer, R. W. HUSTED, 688 Boylston St., Boston, Mass.



The editors desire to remind those graduates of the College of Liberal Arts who do not regularly receive the issues of BOSTONIA that as each class graduates from the college the names and addresses of all members of the class as they appeared on the last term-card are added to the mailing list of BOSTONIA. The editors have no information at their disposal except such as is furnished by these term-cards. It is very important that all recent graduates of the College of Liberal Arts should forward to the office of BOSTONIA, at the earliest moment, their permanent address.



JAMES TOWER KEEN

JAMES TOWER KEEN.

JAMES TOWER KEEN was born in New Bedford, Mass., March 20, 1877. He received his education in the public schools of that city, and was graduated from Boston University, with the degree LL.B., in June, 1901. After graduating from the Law School he began the practice of law in Boston, and for the past few years was associated with Mr. Arthur P. Gay at 6 Beacon Street. He was appointed to the Law School Faculty as Instructor in Procedure in the fall of 1902, and in June, 1908, was appointed Assistant Professor. He was the compiler of several pamphlets containing citations of cases in various legal subjects; was the editor of a volume, "Cases on Pleading," for use in law schools; the editor of "English Ruling Cases;" and the author of "A Manual for Notaries and Justices."

In the fall of 1907 his health failed, and he was never again able to resume his work in practice or in teaching. His death occurred in New Bedford on April 4, 1909.

When an old man whose years have been full of service is taken from us, we can meet his loss with calm philosophy, thankful with him for the rest that comes after a hard and long-fought fight. But when death cuts off a young life that thrills with the consciousness of its power and its promise of future strength, we can think only of the apparently irreparable loss, and we need the broader vision which the God of Comfort alone can give to reconcile us to our sorrow.

We who knew James Tower Keen loved him best for his qualities of manhood. Foremost of these was his loyalty to his friends. Generous to a fault, he delighted in showing to those whom he loved the finest spirit of loyalty. His ideals of friendship were high, but he never faltered in living up to them. He was peculiarly an idealist, and sensitive as all idealists are; but no attack was ever shunned by him when a friend's reputation or honor was at stake. So it is no occasion for surprise that those who knew him best loved him best.

A man of intense loyalty to his friends is prone to be intolerant of those who may oppose him. Not so in the case of our lamented friend. His speech was always marked by moderation and by the utmost charity to those with whom he came in contact. To all he was accustomed to ascribe a generous motive; and as a result, he, in turn, was respected by all those who knew him.

His love of scholarly attainment was the ruling passion of his life. No effort was too intense, no sacrifice too great, for him to make in his pursuit

of greater and yet greater knowledge. It seemed as though a restless energy of thought impelled his mind to ever-increasing devotion at the altar of learning. His work as a writer and compiler is marked throughout by accuracy, thoroughness, and penetrating insight. Intolerant of any slipshod methods in work, he threw himself with splendid enthusiasm into his task as an author.

His work as a member of the bar likewise showed his high ideals and his careful and painstaking preparation. Fired with the justice of his contention, he became utterly oblivious of himself in his endeavor to present to the Court the principles of the law as he saw them. The amazing maturity of his powers was best exhibited in pleading, as, with dignity and still with fiery zeal, he maintained the justness of his cause.

Yet in the sincerity of our sorrow for his early death we may well rejoice in the life which he lived among us. The path of service has no ending. We shall not, then, think of him as having laid down his work, but rather as following steadily that path to broader and more effective service. Inspired by his devotion to the highest things in life, it will be easier for us to be faithful to the work that is ours to do. And thus our sense of loss may mingle with one of gratitude for the example of a life that was loyal, sincere, and full of generous deeds.

MERRILL BOYD.



During the past year the young women have shown an interest in the regular gymnasium work, and the swimming-tank.

Lessons in swimming were given, once a week, by Miss Lois Williams, an instructor in swimming at Lasell Seminary. The tank was open daily, for practice, between the hours of nine and one.

An athletic association was formed in October, with a membership of sixty, and the following officers: president, Agnes Gilmore; vice-president, Helen Brown; secretary and treasurer, Ruth Baker. The four basket-ball teams, one Junior and Senior, one Sophomore, and two Freshmen, played several lively games. The first Freshman team won the banner for the year. The Athletic Association has in its treasury fifty dollars, and plans are being made to lay out a tennis-court, at the rear of the College Building, to be ready for use early in the fall, when college reopens. The Athletic Association officers for the coming year are: president, Helen Brown; vice-president, Jane Johonnot; treasurer, Annie Elson; secretary, Grace Burt; custodian, Helen Guyton.

BOSTONIA

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REPRESENTATIVES OF DEPARTMENTS

Professor DALLAS LORE SHARP, College of Liberal Arts

MERRILL BOYD, A.B., LL.B., School of Law

Dean JOHN P. SUTHERLAND, M.D., School of Medicine

Professor JOHN M. BARKER, School of Theology

Address all communications to

THE EDITOR, J. R. TAYLOR, 688 Boylston Street, Boston, Mass.

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AN APPEAL FOR BOSTON UNIVERSITY.

IN pursuance of the plan to secure an addition of \$400,000 to the endowment funds of the University by July first, 1910, the University has issued an appeal which will be found on another page of this issue of BOSTONIA.

In view of the millions of dollars which are annually poured into the treasury of the philanthropic and educational institutions of New England, the sum asked by our Trustees is modest and reasonable. The needs of the University are urgent; its claim upon the community which it serves is strong. If all the living graduates of Boston University were suddenly removed from the field of their present activity the vacant places in the classroom, the law courts, the sick-room, the pulpit, the mission-field, the press, the business world, the home, would bear eloquent testimony to the influential and beneficent work which the University is doing, not only in the Commonwealth of Massachusetts, but in a wider home and foreign field. The very growth of the University is the cause of its financial needs. The constant expansion of its activities is due to opportunities which present themselves with claims which cannot be resisted.

If the University can once secure the favorable attention of the generous philanthropists of the community its financial future is assured. The last two years have done much to bring the University into greater civic prominence. The representatives of the University are laboring earnestly

to widen the supporting constituency of the institution. Every friend of Boston University will do all in his power to secure a cordial and generous response to this urgent appeal.

BUSINESS IS BUSINESS.

FRRIENDS of the liberal arts should watch with care the growth of what is called vocational schooling. Even those who hold most firmly that the natural complement of the gentleman is the scholar are not denying that to train children for self-support, — the prime economic virtue, — and to fit them for industrial efficiency as members of the social organism, are not in themselves unworthy aims. Nor can they fail to see that the vocational movement, pure and simple, has attractive aspects.

For in any case it not only shows a definite interest in our public schools, — and even a one-sided interest is better than apathy, — but it also makes for a wider recognition of their social agency. We are really putting into action our old faith that the school is the mother of the nation.

The vocational movement must work desirably, too, upon an evil tendency ever latent in our school life. The school has come to exist through the same economic principle as the shipyard and the shoe-factory; it expresses a division of labor. And so it develops a special order of workers. It takes the children out of their natural and several environments, collecting them as raw material for treatment more or less in bulk, and in the main by approved artifice. Inevitably, then, there is always a cleft, wide or narrow, between the child's free life and his school life: one is real, and basal; the other is less real, and introductory. In the one he deals with people and with ordinary things; in the other he just learns about them through intermediaries. Now most commendably the vocational movement seeks to keep the school in close connection with the real world of other men and things. It makes the schoolboy a prospective man.

More particularly, again, all must approve the effort to give the child, while still in school, those practical qualities comprised in what we call "business-like:" the powers of planning ahead; of devising means and finding ways out; of preventing waste, and bringing complementary processes together; the plain virtues of directness, precision, and persistence; the higher achievements of unflinching trustworthiness and of unselfish devotion to the larger interest — qualities, all of them, no more valuable in

stenographers and accountants and transportation managers than in housewives, or in lawyers, physicians, and clergymen.

But has not the vocational movement other aspects, in which it may perhaps disquiet the professional friends of education, and even perplex the humbler parents who desire for their children a better schooling than they themselves obtained? Are we sure that the leaders of the movement in our towns and cities, sound as they are in judging what powers and habits bring industrial efficiency, are equally sound in judging what powers and habits the merely economic virtues ought only to serve without supplanting? What do they say of those qualities that never made a magnate or a millionaire, but that make the men whose names stand for thoughts and deep affections, for vision of ideal things, for all kinds of immaterialities: such men, say, as Plato and his noble teacher, and St. Augustine and Dante and Luther and Shakespeare? There were honest and successful manufacturers in ancient Athens; and the Egyptian grain trade must have made wheat kings in Rome; but somehow the world has lost their names.

The advocates of a more commercial training in our schools are saying much of modern Germany's industrial progress; and they seem to assume that her success at home and in the world-markets is due immediately to her schools as at present constituted. So one might say Japan defeated Russia because at the time her ships were better. Germany of to-day is not the product of one generation. The deliberately planned renewal of national strength from Prussia outward, carried on as deliberately for more than a hundred years,—there lies the secret. Of course technology and commercial geography and applied economics are all contributing factors; but let us not forget that, wisely or foolishly, the long nineteenth century trained the German youth with Greek and with Latin Prose, and with pure mathematics, and, stranger still, with the Bible, with poetry, and philosophy. If commerce and manufacture thrive in modern Germany, one reason at least is because they root in alluvial soil.

Yes, to be sure, business is business. And by all means let it be the best we can make it, whether by preparation in school-days, or by playing the game itself hard and fair. But in these days our higher life seems to depend on our seeing clearly and steadily that business, after all, is only business.

W. M. W.

UNIVERSITY NOTES

The programme of Commencement Week was as follows:

FRIDAY, MAY 28.— College Faculty Reception to the Senior Class, Hotel Vendôme, 8 P.M.

SATURDAY, MAY 29.— Phi Beta Kappa (first meeting) in Room 46, at 10 A.M.

SUNDAY, MAY 30.— Baccalaureate Service for the graduating classes of all departments at Jacob Sleeper Hall, 688 Boylston St., 4 P.M. Sermon by President Huntington.

MONDAY, MAY 31.— *School of Medicine*: Valedictory and Faculty Reception at the School Building, East Concord St., 8 P.M.

TUESDAY, JUNE 1.— Meeting of the Trustees of the University at 10.30 A.M. in the Trustees' Room. *College of Liberal Arts*: Class-day Exercises, Jacob Sleeper Hall, 2.30 P.M. *School of Law*: Class-day Exercises, Isaac Rich Hall, 3 P.M. Meeting of the Phi Beta Kappa Society in Room 46, at 5 P.M. *School of Theology*: Alumni Association (Alpha Chapter), at Hotel Commonwealth, 90 Bowdoin St., Boston. Social at 5.30 P.M. Dinner at 6 P.M., followed by business session. *School of Medicine*: Alumni Association (Gamma Chapter), Young's Hotel, at 6 P.M. Dinner at 6.30 P.M. *College of Liberal Arts*: Alumni Association (Epsilon Chapter), College Building, Boylston and Exeter Sts. Collation at 6 P.M., followed by business meeting.

WEDNESDAY, JUNE 2.— Commencement Exercises, in Tremont Temple, at 10.30 A.M. Address by Professor Bliss Perry, LL.D., followed by the Promotion of Candidates for Degrees. The University Convocation, Jacob Sleeper Hall, at 3 P.M. Business meeting, followed by addresses from Rev. Edgar James Helms, of the Alpha Chapter; Edward P. Colby, M.D., of the Gamma Chapter; Rev. Arthur Peabody Pratt, of the Epsilon Chapter. Reception by the Senior Class of the College of Liberal Arts in Jacob Sleeper Hall from 8 to 11 P.M.

The annual meeting of the Convocation was called to order at 3 P.M. on Wednesday, June 2, by Dean W. M. Warren. Prayer was offered by Rev. Dillon Bronson, D.D. Miss Emily L. Clark was elected secretary for the coming year. The result of balloting for officers of the various chapters of the Convocation was announced as follows. Honorary vice-presidents: College of Liberal Arts, Everett W. Lord; School of Theology, Bradford P. Raymond; School of Law, Arthur L. Spring; School of Medicine, Eliza B. Cahill. Alumni secretaries: College of Liberal Arts, Raymond A. Robbins; School of Theology, J. Frank Knotts; School of Law, Norman Hesseltine; School of Medicine, Edward S. Calderwood.

Addresses were given by Rev. Arthur Peabody Pratt, Ph.D., representing the College of Liberal Arts; by Rev. E. J. Helms, for the School of Theology; and by Dr. Edward P. Colby, for the School of Medicine. At the conclusion of the assigned addresses Dean W. M. Warren called for brief remarks from Rev. Dillon Bronson, Rev. L. H. Dorchester, and Rev. Seth C. Cary.

The benediction was pronounced by President W. E. Huntington, after which the members of the Convocation adjourned to the lower corridor, where the Trustees of the University had provided a collation.

The Departments

COLLEGE OF LIBERAL ARTS.

MEETING OF THE EPSILON CHAPTER.

The meeting was called to order at 7.45 P.M. on Tuesday, June 1, in Jacob Sleeper Hall, by the president of the chapter, Dr. Howard T. Crawford, '96. In the absence of the secretary, Mr. Everett W. Lord, 1900, was appointed secretary *pro tempore*, and read the minutes of the last meeting.

The report of the treasurer, Mr. S. Edgar Whittaker, was read, and received with applause. The auditor, Mr. E. W. Branch, reported that the accounts of the treasurer for the past year had been examined and found correct. On motion these reports were accepted.

On motion, the members of the class of 1909, C. L. A., were elected to membership in the Epsilon Chapter.

Professor M. L. Perrin reported regarding the Historical Professorship Fund. He was unable to give the exact figures, but stated that with the amount received during the past year the committee was about to purchase a one-thousand-dollar bond. He suggested that another series of concerts for the benefit of the Historical Fund might be given, and asked for the coöperation of all present in disposing of tickets for such concerts. In response to a question he stated that it was necessary for the chapter to raise about five thousand dollars more in order to reach the amount fixed by the Trustees.

There being no other committee reports and no old business to be considered, the president asked for new business. The publication of "The Epsilon" was discussed by several members of the chapter. On request the treasurer stated that special contributions received for the publication of "The Epsilon" amounted to eleven dollars. The necessity for raising a larger amount was considered; but in view of the favorable report by the treasurer to the effect that special contributions were not necessary for this purpose, no action was taken.

Mrs. Bullock reported that the custom of giving afternoon teas at the college after afternoon entertainments had proven very successful during the past year, but stated that it was difficult to provide for the expense of these teas, and asked the chapter to make a contribution for the purpose of maintaining them. On motion of Miss Channing it was voted that the chapter appropriate twenty-five dollars for this purpose.

Professor Perrin spoke in appreciation of the work done by Mrs. Bullock, and other ladies who were conducting these afternoon teas, and made some further reports regarding funds received for the Historical Professorship Fund. He announced that the local chapter of Kappa Kappa Gamma had raised one hundred and twenty-five dollars for the Fund during the past year. Miss Julia K. Ordway, '99, announced that the same amount might be expected from the local chapter another year.

On motion of Mr. C. W. Blackett it was voted that the secretary *pro tempore* forward to the secretary an expression of sympathy, together with the wishes of the chapter for his speedy recovery.

The results of the mail ballot for officers of the chapter were then read by the secretary, showing officers elected as follows: president, E. W. Branch, '88; vice-president, E. W. Lord, '00, Mrs. F. H. Knight, '85; Literary Committee, Ada A. Cole, '99, Annie J. Gray, '98, F. M. Carroll, '97; auditor, L. E. Crouch, '02; Nominating Committee, C. L. Dempsey, '95, C. H. Jones, '98, Mrs. A. H. Rice, '99, Louise L. Putnam, '89, W. F. Rogers, '94; Library Fund Committee, F. R. Miller, '94.

The president-elect was called upon for remarks and made a brief response.

The business meeting then adjourned and the Literary Committee took charge of the exercises. Dean Warren announced that Dr. B. P. Bowne was unable to fill his engagement, and called on President Howard T. Crawford for an address. In response to this request Dr. Crawford read an article prepared by him for "The Hub" of 1908, giving much interesting information in regard to the activities and accomplishments of Boston University graduates and members of Epsilon Chapter.

TEACHERS' COURSES.

At the time of sending this issue of BOSTONIA to press, the official circular of Teachers' Courses for the coming year is not ready. The following provisional list of courses is approximately complete. The official circular will give additional information concerning registration, examinations, fees, etc. It will be sent upon application to the Dean of the College of Liberal Arts.

ANGLO-SAXON AND EARLY ENGLISH. *Professor Marshall Livingston Perrin.*

1. Beginners' Course in Anglo-Saxon. Cook's First Lessons in Old English. Readings from Ælfred, Cædmon, and Cynewulf. Etymological study of the language. Saturday, 10 A.M.
3. Middle English. Reading of Early English Texts and study of the dialects, with lectures showing the development of Anglo-Saxon into Modern English. Some knowledge of Anglo-Saxon is necessary to a good understanding of the course. Saturday, 9 A.M.

These courses will continue through the year.

ENGLISH LITERATURE. *Professor E. Charlton Black.*

FIRST SEMESTER.

1. English Verse from Chaucer to Wordsworth, with notes on the technique of versification. (It is recommended that this be taken as preliminary to the course in Nineteenth-Century Verse offered in the Second Semester.) Saturday, 10-11 A.M.
2. From Miracle Plays to Shakespeare, with notes on the technique of the drama. Saturday, 11-12 A.M.
3. The Foundations of English Literature. Studies in British Mythology, Celtic Britain, Roman Britain, Anglo-Saxon Britain, Norman Britain. Saturday, 12 M. to 1 P.M.

SECOND SEMESTER.

4. Nineteenth-Century Verse, with special studies in Wordsworth, Keats, Tennyson, and Browning. Saturday, 10-11 A.M.
5. Shakespeare's Earlier Plays, with special studies in A Midsummer Night's Dream, Richard the Second, and As You Like It. Saturday, 11-12 A.M.

6. Types of English Prose from Bunyan to Ruskin, with special studies in Samuel Johnson, DeQuincey, and Carlyle. Saturday, 12 M. to 1 P.M.

GERMAN. *Professor Marshall Livingston Perrin.*

1. At the request of at least six students, a class in Elementary German for beginners will be held on Saturdays, at 2.30 P.M.
3. An intermediate course in German Literature and Reading. Saturday, 1 P.M.
5. Composition and Drill in Grammar and Expression. The exercise will be founded upon the reading of some short stories or a weekly newspaper. Saturday, 12 M.
7. Faust, Parts I. and II. It will be also possible to follow this course intelligently with an English translation. Saturday, 11 A.M.
9. On Wednesday and Saturday afternoons, at convenient hours, classes will be formed of not more than two or three members each to train teachers in the conducting of classes in German. Also, if desired, for general conversation based upon daily life in Germany, with drill in Phonetics.

These courses will all continue through the year.

GREEK. *Professor Joseph Richard Taylor.*

1. Plato, Republic. The entire work will be read either in the original Greek or in Davies and Vaughn's English translation, at the option of the student. Selections will be read from at least four later works more or less influenced by the Republic: Cicero's *De Re Publica*, St. Augustine's *De Civitate Dei*, More's *Utopia*, and Bacon's *New Atlantis*. This course is designed for students of either ancient or modern literature. Tuesday, 4.20 P.M.
3. The Private Life of the Greeks. Gulick's *Life of the Ancient Greeks* will be used as a text-book. A limited amount of original investigation based upon a Greek author (either in the original or in a standard translation) will be expected of each member of the class. A knowledge of Greek is not required. The course may be taken by teachers in any department who wish to acquire insight into an important phase of ancient Greek civilization. Thursday, 4.20 P.M.

These courses will be given upon the application of not less than four persons.

LATIN. *Professor Thomas Bond Lindsay.*

1. Latin Prose Composition. Practical work, — the translation from English into Latin. Grammatical discussions to bring out the essentials of syntax and style. Writing Latin from rapid dictation, notes to be filled out at home. Monday, 4 P.M.
3. Advanced Reading Course. Selections from authors not commonly read in the schools, arranged to show the historical development of Latin literature. Reading to be done for the most part without translation, that the thought may be followed directly. Wednesday, 4 P.M.
5. The Latin Authors Usually Read in Preparation for College. Hour to be arranged.

MUSIC. *Assistant Professor John P. Marshall and Mr. S. W. Cole.*

1. A Course in Elementary Harmony, designed for those who wish to acquaint themselves with the main laws of musical construction. A knowledge of musical notation and some ability in piano or organ playing are required for entrance.
3. The Appreciation of Music. This course will require no previous training in music,

and will consist of illustrated lectures on the chief masters and masterpieces in music from about 1700 to the present day.

5. A Course in School Music, designed for supervisors, grade teachers, or others intending to teach music in schools.

Courses 1 and 3 will be given by Assistant Professor Marshall. Course 5 will be given by Mr. S. W. Cole, Supervisor of Music in the Schools of Brookline, Mass.

ROMANCE LANGUAGES. *Professor James Geddes, Jr.*

1. Elementary French. Fraser and Squair's Grammar. Simple stories and plays. Saturday, 9 A.M.
3. French Course, conducted, as far as practicable, in French. Works of widely known authors read and discussed. Saturday, 11 A.M.
5. Elementary Italian. Grandgent's Italian Grammar. De Amicis, Cuore. Saturday, 10 A.M.
7. Second-year Italian. Selections from the masterpieces of Italian literature. Saturday, 12 M.
9. Phonetics, applied to the study of French and English pronunciation. Passy-Rambeau, Chrestomathie française. Monday, 4.20 P.M.
11. Elementary Spanish. Monsanto and Languellier's Practical Course with the Spanish Language. Padre Isla, Gil Blas de Santillana. Wednesday, 4.20 P.M.

N.B. Unless twelve students elect a course, the instructor reserves the right to withdraw it.

The Alumnae Hospitality Committee, coöperating with a committee from Gamma Delta, have held this year six afternoon teas on Friday afternoons from five to six. The hostesses on the various occasions were Mrs. Emma Mason Chandler, Dr. Alice Bigelow, Miss Mabel Thomas, Mrs. Ina Capen Dow, Mrs. Marion Ford Speare, Miss Marion Dean, Miss Louise L. Putnam, Miss Jennie B. Allyn, Miss Edith N. Joy, Miss Ella D. Gray, Mrs. Dorothy Simmons Speare, and Mrs. Amy W. Bullock.

The purpose of these teas has been to promote the general social interests of the students of the college and to provide a point of contact between them and the alumni. As the dates of the teas depend entirely on the entertainments given Friday afternoons in Jacob Sleeper Hall, it is impossible to announce them very far in advance; but an effort is made to have a notice appear in the *Transcript* shortly before each tea. The committee plans to continue its work, and to give, if possible, a larger number of these teas during the coming year. They sincerely hope that as many of the alumni and alumnae as can will be present.

The expense of this undertaking amounts to between fifty and sixty dollars each year. At the meeting of Epsilon Chapter, June 1, twenty-five dollars were appropriated toward this sum. The committee will be grateful to any readers of BOSTONIA who will give any sum to help on this effort. The money may be sent to Mrs. Amy Wales Bullock, 530 Broadway, South Boston.

It is hoped that from this effort as a beginning a stronger feeling of community of interest may be established between the alumni of the college and the undergraduates. All who have enjoyed the privileges and discipline of the institution themselves should feel it a pleasing duty to assist in making the social life of the students as general and as complete as possible.

THE '99 DECENNIAL.

Friday evening, June the fourth, was the time appointed for the class of '99 to celebrate its decennial. The following members responded to the call, and met in the Gamma Delta Room of the College of Liberal Arts: Miriam Parker-Rice, Arlington; Mary Snow Parker, Westfield; Clara B. Cooke, Newtonville; Katharine A. Whiting, Boston; Alice I. Mandell, Cambridge; Julia K. Ordway, Jamaica Plain; Clara Came-Jerome, Cambridge; Martha P. Luther, Dorchester; Joseph R. H. Moore, No. Cambridge; Alice H. Bigelow, Jamaica Plain; Florence N. Flagg, Worcester; Katharine F. Cody, E. Whitman; William H. Hodge, No. Andover; Bertha M. Jones, W. Somerville; Mabel Webber, Boston; Marion Clark-Gray, Amherst; Ada A. Cole, E. Somerville.

It was particularly gratifying that of this number there were those who rarely if ever have been back since graduation, ten years ago.

A short business meeting was held. In the absence of the president, Mr. Oliver,—whose interest is always to be counted upon, though distance and school duties made his presence impossible,—Katharine A. Whiting, vice-president, presided. The records of the last class gathering, in '04, were read. Upon the suggestion of Ruth E. Hubbard, of Brooklyn, a thank-offering to the History Fund was started; and in response to the appeal \$42 were given, exclusive of pledges and other contributions expected. Officers were elected to serve a term of the next five years: president, Albert I. Oliver; vice-president, Martha P. Luther; secretary, Ada A. Cole.

The seventeen '99s, together with Dean Warren and Professor M. L. Perrin, then formed a circle for informal reminiscence. A message of greeting from President Huntington, and letters from Albert I. Oliver, Ruth E. Hubbard, Florence W. Birchard, Sara McCormack-Alger, Emily Plimpton, Lennox Lindsay, and Charles W. Wilder were read. In answer to the class roll-call those present gave an account of themselves for the past ten years; while in nearly every case there was told some incident about the absentees. In the note-book of the secretary of the class may be found bits of news such as this: A goodly number are teaching in the high schools, private schools, or business college—as one bright member said, "teaching still!" An equally goodly number are "married and happy." One reported herself "married and happy and teaching too." One, a practising physician; another, doing good work caring for poor cripples in the summer months at Cape Cod. One in the literary world, besides teaching in a small private school; another, "just at home," and getting a little studio life. Two lawyers and two Methodist ministers also are among the number.

The table from which the refreshments were served was decorated with tiny red-and-white '99 banners; and the birthday cake lighted with ten red candles was cut at the close of the evening. The spirit of enthusiasm, good comradeship, and real loyalty to the class and the University helped make this Decennial go down into history as a success.

ADA A. COLE,
Secretary.

Professor B. P. Bowne delivered an address, entitled "Retrospect and Prospect," at New York University, on Wednesday, June 2. Professor Bowne was among the distinguished group who received honorary degrees on that occasion. He was awarded the degree of Doctor of Laws, *honoris causa*.

One of the most successful dramatic entertainments ever given in Boston University was the presentation of Shakespeare's "Twelfth Night," by members of the Junior class, in Jacob Sleeper Hall, on Wednesday, April 28. Two performances were given, the first in the afternoon, the second in the evening. The afternoon performance was for the especial benefit of the high-school students of Boston and vicinity. The evening performance was designed for college students and the general public. The attendance at both plays was very large. The afternoon audience crowded the hall to the last seat in the gallery. Teachers and students from many high schools were in attendance. Large advance sales of tickets were made to delegations from the following high schools: Ashland, Boston Girls' High, Boston Girls' Latin, East Boston, South Boston, Braintree, Cambridge, Charlestown, Chelsea, Framingham, Lynn, Malden, Melrose, Natick, Quincy, Revere, Saugus, Somerville, Walpole, Watertown, Wellesley, Weymouth, Woburn.

The play was produced under the direction of Mr. Robert H. Burnham. The music was furnished by the Burnham Concert Company and the Quincy Y. M. C. A. Mandolin Banjo and Guitar Club.

There was a general agreement that in finish of presentation and in intelligent interpretation the entertainment was distinctly creditable to all who were concerned in the production.

The Association of New England Colleges for Conference on Athletics, organized for the first time last year, held its second meeting at the Parker House, on Friday evening, May 14, with the president, Professor F. W. Nicholson, of Wesleyan, in the chair. Nineteen New England colleges were represented, each by two delegates, one a member of the Faculty and one an alumnus. By appointment of President Huntington, Boston University was represented by Professor A. W. Weyssse and Mr. W. F. Rogers. The association does not assume any dictatorial powers concerning inter-collegiate athletics, but discusses matters of general interest and passes resolutions in the form of suggestions. The topics under discussion at the meeting this year were: the desirability of continuing or abolishing the training-table, and whether the playing of baseball for money during the summer should debar men from playing on varsity teams. The roll of the colleges was called on each question, and the delegates described the attitude taken by the colleges they represented. Concerning the training-table: some colleges have abolished it as a distinct evil, others question its value, while some believe it distinctly desirable. The question of summer baseball brought out a very free discussion. The general opinion of the delegates was that in the large colleges, such as Harvard and Dartmouth, the only sure way of keeping professionalism out was to prohibit any student who played ball for money during the summer from playing on a varsity team. While in the smaller colleges, where it is possible to know the students more intimately, each case should be dealt with individually, and that summer baseball should not necessarily debar a student from making the varsity team.

Professor James Geddes, Jr., was one of the guests at the banquet tendered by the Boston Italian Club on Wednesday, April 27, to the new Italian Consul in Boston, Signor Gaetano E. Poccardi.

Dr. Austin Brant, '04, has opened an office for the practice of medicine at 483 Beacon St., Boston.

A reunion of the class of 1900 was held in the College Building on Tuesday, June 1. The following members were present: Mr. Everett W. Lord, Mrs. Harriet Fisk Partch, Miss Lyra D. Trueblood, Miss Grace A. Turkington, Dr. Marguerite A. Willey, Miss Minnie S. Chapin, Mr. David Stone Wheeler, Mrs. Estelle Cobb Wheeler, Miss Bessie S. Hayward.

Mr. E. W. Lord was appointed chairman of a committee to have charge of next year's reunion,— the tenth anniversary of the graduation of the class.

The following members of the class of 1909 were elected to membership in Phi Beta Kappa: Mildred M. Anderson, Amy B. Baker, Rosetta E. Bankwitz, Mildred E. Collyer, Lillian S. Copeland, Mary L. Courtney, Ruth E. Eaton, Agnes M. Gilmore, Elizabeth J. Jackson, Emily H. Larrabee, Charlessie E. McKinnon, Fanny P. Rexford, Elizabeth D. Richardson, Alma H. Sander, Alice M. Scott, Flora B. Smith, Sara A. Thompson, Mildred L. Thorndike, Marion E. West.

At the thirty-fifth regular meeting of the New England Association of Chemistry Teachers, held at Boston University on Saturday, May 8, Professor Lyman C. Newell gave a lecture entitled "A Chemical Pilgrimage." This lecture was in part the outcome of Professor Newell's trip to Great Britain in the summer of 1908, during which tour he visited many places associated with the life and work of famous chemists. The lecture was illustrated by lantern-slides, portraits, autograph letters and books.

Wednesday, May 12, was set apart as Health Day in the Boston Public Schools. Dr. A. W. Weyssie made an address on "Personal Hygiene" to about six hundred girls of the Dillaway School, on the invitation of the principal, Mrs. Gulliver.

On Monday, May 24, Professor James Geddes, Jr., delivered an address on "Reciprocal Relations of French and Italian Literature" before the Modern Language Conference at Harvard University.

Mr. Guy Richardson, '97, is secretary of the American Humane Education Society and the Massachusetts Society for the Prevention of Cruelty to Animals. He is also editor of *Our Dumb Animals*, the official organ of these societies. His address is 19 Milk St., Boston.

Miss Margaret Tyacke, '97, is now engaged in library work in the Bureau of Trade Relations of the State Department in Washington.

Mr. Arthur H. Delano, '04, is Dean of the School of Business of the Boston Young Men's Christian Association.

Assistant Professor John P. Marshall, of the Department of Music, will offer the following courses at the Summer School of Arts and Sciences of Harvard University during the session lasting from July 7 until August 18, 1909: Elementary Harmony; Advanced Harmony and Simple Counterpoint; Analysis and Appreciation of Music.

Professor B. P. Bowne attended an important conference in New York, on missions and educational matters in the Ottoman Empire, on Thursday, May 27. The meeting was called by Mr. John S. Kennedy of New York. Those present included the Honorable Oscar Strauss, Ambassador of the United States to Turkey, and some of the leaders in missions and educational work in Turkey. Professor Bowne is president of the Board of Trustees of the American College for Girls in Constantinople.

Miss A. Gertrude Stone, Boston University, A.B. 1902; Simmons College, Secretarial Course, S.B. 1907, and Mr. William F. Mackernan, Tufts College, and Boston University Law School, class of 1905, were united in marriage by the Reverend Willard T. Perrin at the bride's home in Melrose, Massachusetts, June 30, 1908. Miss Lillian M. Smith, a classmate of the bride at Boston University, was the maid of honor.

SCHOOL OF THEOLOGY.

The Alpha Chapter of the Convocation met at 5.30 P.M. on Tuesday, June 1, at the Hotel Commonwealth in Boston. Rev. Dr. Wm. A. Wood, president of the Alpha Chapter, presided at the banquet. Bishop J. W. Hamilton offered prayer. Rev. L. H. Dorchester, '89, was the principal speaker of the evening. He was followed by Rev. Antonio A. Arrighi, '69, Rev. A. W. Pottle, '61, Rev. H. D. Weston, '69, Rev. L. A. Retts, '72, and Rev. L. O. Hartman; the last speaker was Dr. Wm. F. Warren. The officers of the Alpha Chapter for the new year are: president, A. M. Osgood, '81; vice-president, Austin H. Herrick, '78; secretary, J. F. Knotts; treasurer, N. E. Richardson; biographer, Seth C. Cary, '69.

The officers of the Alumni Fund Corporation are: president, Seth C. Cary, '69; vice-president, A. M. Osgood, '81; secretary, H. C. Sheldon, '71; treasurer, S. L. Beiler, '77; auditor, A. C. Knudson, '96.

The Fourteenth Annual Convention of the Boston Interseminary Missionary Alliance was held in the chapel of Boston University School of Theology on Monday, May 3. The following theological schools were represented: Andover Theological Seminary, Boston University School of Theology, Cambridge Episcopal Theological School, Harvard Divinity School, Newton Theological Institute, Tufts Divinity School, Cambridge New Church Theological School.

Dean William F. Warren conducted the devotional service, and Professor M. D. Buell delivered the address of welcome.

Professor John M. Barker has published a pamphlet entitled "The Future Leadership of the Church." The article treats of the steady decline in the number of candidates for the ministry in the various denominations in the United States. Dr. Barker asserts that the remedy for the existing conditions regarding the ministry must come through the equipment and maintenance of thoroughly modern theological schools. Ex-President William F. Warren contributes a stirring "Prefatory Note."

SCHOOL OF LAW.

JUDGE J. A. EAKIN.

On May 24 Governor Benson of Oregon appointed to the bench of the Fifth Judicial District of Oregon, James A. Eakin, of the class of '76 of the Boston University Law School. Judge Eakin went to Astoria, Ore., in May, 1892, and has lived there continuously. He is a brother of Hon. Robert Eakin, of the Oregon Supreme Bench. He was admitted to the bar at Salem, Ore., in 1887. The *Morning Astorian* of Astoria, Ore., mentioning the appointment of the Governor, comments editorially as follows:

"Governor Benson yesterday named Hon. J. A. Eakin, of this city, as judge of the

Fifth Judicial District of the State of Oregon, in obedience to the provision made by the Legislature for the second judge in this department.

"The news was received by Judge Eakin yesterday noon, from the Executive office, and was soon broadcast over the city, and was thoroughly well received by all people, irrespective of party affiliation or previous personal preference. The appointment seems to be widely appreciated, and the general confidence expressed in the good it will do for Astoria and Clatsop is as unequivocal as it is, practically, unanimous.

"Judge Eakin has dwelt in this city for the past seventeen years, and has always been known as one of the cleanest and best of our citizens; quiet, almost retiring, in disposition, he has never gone out of his way to seek anything at the hands of his fellow citizens, save the patronage that was due to fall to the office of a well-trained and honorable lawyer. Yet he has always been ready and equal to his duties as an active Republican and a citizen whose interest in the progress of his city, county, and state were objects of first magnitude. The long season of waiting is past; the appointment is made; and the people are satisfied, justified, and ready to see the machinery of the new judgeship put in motion, conscious that the man named will do his large and level best for every interest confided to him in the future."

SCHOOL OF MEDICINE.

Commencement Week this year began by a celebration of Class-day exercises and a Faculty Reception. The valedictorian, Dr. Martin, is a man who is active in the ministry here in Boston, as well as being of the graduating class. His speech was an excellent one, as was also that of the class historian, Miss Smith. In her history the photographs of the members of the class and some of the Faculty were thrown upon the screen, giving a rather unique effect. The alumni banquet, held the following day, was notable particularly on account of the fact that the alumni scholarship of \$3,600, which has been projected for some years, was finally made an accomplished fact, and the income of this is now open for award.

Another event of interest was the so-called Clinical Week. To this all physicians of New England were invited, and over two hundred tickets were issued. These were applied for in approximately equal numbers by homœopathic physicians and by members of the other school of practice. The exercises consisted of hourly clinical lectures, etc., lasting from 9 A.M. Monday to 4 P.M. Saturday, and occupying six hours and a half a day. Those in attendance spoke very highly of the work that was offered to them and the benefit that was obtained therefrom. The following week, in contradistinction to Clinical Week, was designated as Laboratory Week. To this the number of attendants was limited. In these ways the school is making a start along possibly somewhat unique lines of postgraduate instruction, and expects to extend the idea in the future as occasion offers. The school is trying to raise the mortgage on the school building, which at present amounts to \$38,000. Already \$4,000 has been subscribed by the Faculty itself, and in the course of two or three weeks an appeal will be made to the alumni and to the friends of the school and of medical research at large.

The number of applicants for the June entrance examinations was fully double that of the past few years; and although this is, of course, no proof that the next year's class will be a large one, it may be taken as an indication along that line.

Recent Books

The Macmillan Company of New York has brought out a new edition of Professor A. W. Weyssse's **Synoptic Text-book in Zoölogy**. This book has been well known for a number of years, but the high price of the work has practically limited its use to a reference-book. The excellence of the work has been widely recognized, and many scientists have felt that it would be a decided gain to the study of zoölogy could the publishers see their way to bringing out a less expensive edition of the work. In answer to this demand, the Macmillan Company has made arrangements whereby they are publishing a new edition of the book at \$2.25.

A Course in Inorganic Chemistry for Colleges, by Dr. Lyman C. Newell. The execution of this book is unique. Clear type; a fine quality of paper; judicious paragraphing, destroying the monotony of a closely printed page; small margins, producing compactness and reducing weight; lucid illustrations — over ninety of them; half-tone portraits of five distinguished modern chemists; — all combine to make this 600-page volume attractive, pleasing to the eye, intensely human, and interesting to both instructor and student.

With reference to the arrangement of the subject-matter, the sequence is logical and purposeful, resulting in the rearing of a substantial framework of knowledge upon a broad and firm foundation.

The subject-matter itself covers more than the average student can completely master in his first year's work, thus permitting the omission of certain topics, as

the instructor may deem advisable. The recent and well-established advances in new fields of physical chemistry are treated in a way which shows the author progressive and well informed.

Problems are not too numerous and are yet sufficiently so to cover all subjects.

No experiments are outlined, the book being essentially a classroom text and not an attempt to cover together the fields of both classroom and laboratory.

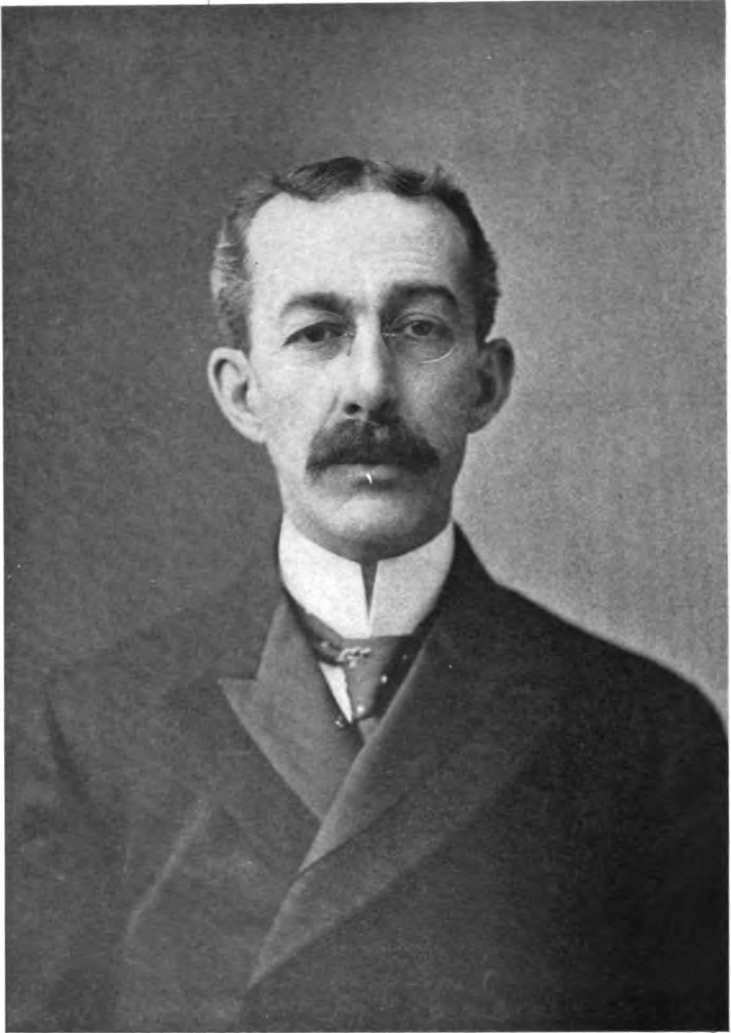
But little attention is given to the yet unsettled points of advanced chemical research, an effort being made to avoid confusing the student by introducing probable truths in company with well-established facts.

On the practical side, some of the more important and recently developed processes of industrial chemistry are treated.

Finally, an appendix covering the metric system, a full index of twenty-nine pages, and a table of international and approximate atomic weights conclude this valuable text, and render it a fine tool in the college workshop of to-day.

We cannot but express our approval and wish a wide field of usefulness to this new and excellent book.

Professor Dallas Lore Sharp is one of the distinguished company of nature-writers selections from whose works make up a book recently issued by the Houghton, Mifflin Company of Boston. The title of the book is **In American Fields and Forests**. The contributing authors are Thoreau, John Burroughs, Bradford Torrey, John Muir, Olive Thorne Miller, Dallas Lore Sharp.



THOMAS BOND LINDSAY

BOSTONIA

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IN MEMORIAM.

THOMAS BOND LINDSAY.

1853-1909.

PROFESSOR LINDSAY'S career as a teacher began in the Newton High School in 1877. He soon established his reputation there as an attractive and skilful teacher of Latin; and his promise was so marked that the Trustees of Boston University considered him fully competent to take charge of the Latin Department in the College of Liberal Arts. To this work he was appointed in 1878.

One of the strongest traits in his character was devotion to his calling. He had the "single eye," whose vision was forward, along an ascending pathway of enjoyment and usefulness as a teacher. His daily work in his study and in the classroom was not so much a task as a pleasure. Devotion did not mean holding himself to toil that wearied him, but rather the eager following of a great purpose in which a living interest both in knowledge itself and in the imparting of knowledge to others was motive power enough. He was a staunch defender of the classics as a necessary discipline in the best liberal education, even in the face of a rising tide of interest in scientific studies. But his power as a scholar and teacher was peculiar in that he made the ancient languages and literatures appear in vital relations with the world of to-day.

His attitude toward the University administration was always that of a friendly, sympathetic, but independent critic. His ideals for the progress and influence of the University were large and generous. Hence he was impatient of any proposition that did not look toward an enlargement of its work and an increasing volume of power in all departments. He was not in favor of the removal of the college to its present hall, in 1907 — but chiefly on economic grounds. Subsequently he saw the advantages which this change has brought.

He was an alert and accurate observer of what was taking place in the educational world; was ready to favor any policy that seemed to advance the interests of his own college, profiting by the experience of other institutions in making up his judgment. He was in close personal touch with prominent teachers of our community, so that his opinions were not those of a theorist; he liked pedagogical principles that could be justified by good fruits.

His vein of humor was rich and helpful in his relations as a teacher. Moods of silence and sometimes of depression interrupted a steady flow of good spirits; but stored in the reservoirs of his mind was a large fund of ready wit, which showed itself as occasion called, in playful allusion, in flashing repartee, in pun or anecdote. He was rarely lacking in perfect self-possession. He bore himself in scholarly dignity; was never guilty of pedantry on the one hand, nor, on the other, did his manner indicate a false modesty which often hides real merit. He could be the advocate of a cause against sharp opposition without allowing the contest of a debate to leave resentment or bitterness toward the opponent.

A distinguished teacher, a true friend and scholar, has vanished from the familiar University places which have known him for more than thirty years. A large circle of those who have honored him and loved him will share in the gratitude that is sincerely felt for his services to the University, and in our sorrow that his labors, so richly enjoyed, are ended.

WILLIAM E. HUNTINGTON.

In the days immediately following Professor Lindsay's death it was natural that his colleagues and students should think first of their personal loss. We recalled the man in the qualities that made him our friend. We had bidden him good-by only for the summer; his illness had been unexpected, and its fatal ending swift. Who could have said in June that the

pleasant intercourse with him in hours of hard work and of relaxation was now to be only a grateful memory?

How we have already missed him in the essential mark of a friend,—the generous sharing of his best! For that was his way — whether at the time his best was a good story he had just come by; or a matured, incisive judgment of some man or thing; or a new plan, with the happy thought suggesting it; or, as often was the case, some act of service, the gladlier done the more it cost him.

But close upon this feeling of personal deprivation there came a deep sense of the loss our college had sustained. Professor Lindsay had been for more than three decades a working member of the Faculty in its administrative duties. For many years its secretary, and always an important factor in its committees, he knew its traditions and principles from his own large share in shaping them. Again and again he had been chosen to represent the Faculty on intercollegiate boards and commissions. In deliberations his opinion and his reasons enjoyed a peculiar respect: they were clearly and frankly stated; they came of clear and energetic thinking. And of all the manifold duties entrusted to him,— and they were far more than his arithmetical share,— I never knew him to shirk one item.

The college will miss him no less in his other important work as an officer of instruction. For he was a rare teacher. He was a rare scholar, as well; but while too frequently a scholar's teaching but interrupts his main interest, Professor Lindsay's scholarship was in service of his teaching, and gave it substance and enthusiasm. How ingenious yet how open-minded he was in planning his courses; how skilful in exposition; how quick in the repartee that turns back the point of an objection and clinches it fast in the very matter itself; how honest when he did not know; how detached and untriumphant when at the issue of some close discussion, with all appearance of error, he was proved to be in the right! And many an alumnus, as not a few undergraduates, will recall with tender regret his unstinted personal interest, and not infrequently his private teaching, compensated only by his satisfaction in the student's quickened progress.

But we should not measure the full meaning of Professor Lindsay's death if we let our thought rest only on his qualities as a friend and on his generous service in the University. It was so characteristic of him to place his work in its larger connections, and in these he showed himself so efficient, that his death is a loss to the whole cause of liberal education. His correlation of his own department with others,— for example, in one course it was his custom to teach Latin only as the medium of Roman philosophy,

and in another only as the medium of that ancient theory of composition that still outshines the modern,—this widening of his work, was but one typical result of his habitual vision of things in their relations and larger unity; still another was that particularly helpful and probably unique course designed to give the first-year students their bearings in the whole field of linguistic investigation. He had a specialist's knowledge, but without a specialist's ignorance. For him in a peculiar sense all roads led to Rome, yet he never seemed to forget that a real road must run both ways. In discussing the most ancient things it was always as if he remembered that upon these things, too, our sun once actually shone; that, however remote, they really are of continuous intertexture with things of to-day and to-morrow — a little earlier in the great loom of history, but none the less worth knowing and turning to fine use. Just as memorials of Cæsar's Rome, though buried beneath the streets and buildings of the modern city, are none the less real for that, so all the institutions and achievements of the Roman people were for him no less real and rewarding of study than the latter-day laws and literatures they underlie. At least, so Professor Lindsay taught them. Is it not always true that the main values of human life stand *sub specie æterni*? Half the secret of Professor Lindsay's teaching, as of his inspiration for the teachers that he trained, lay in his masterly application of this truth.

It was this broader interest that brought him also into congenial companionship with other teachers and investigators. He was an active and honored member of schoolmasters' clubs and classicists' associations. A wide reader, and a skilled debater, he let no significant movement in the educational world escape his notice and his appraisal.

And so in these days when the most energetic efforts to improve our public education aim all too low, and when mere industrial efficiency is urged as the major end of schooling, with hardly a thought of what a man may become for himself, if he will but master the best in all men's thought and action, whatever their generation or their race,—in such a time, especially, those who concern themselves for a permanently satisfying education deplore indeed the loss of a leader so clearly seeing the issues, a companion so plainly proving in himself the humanists' contention.

WILLIAM MARSHALL WARREN.

For one whose privilege it was to know Professor Lindsay as teacher, colleague, and friend, it is difficult to express in measured terms the ad-

miration felt for his character and his attainments, and the overwhelming sense of loss left by his death. Classical scholarship in America is indeed poorer by the loss of a scholar so profound and yet so human; the Faculty of the college will sorely miss a colleague distinguished for breadth of view, sane judgment, and ripened experience in affairs; the passing of the teacher means to hundreds of students, graduates and undergraduates, a personal loss which can only be measured by the extraordinary impression and influence that Professor Lindsay's personality made upon his classes.

Professor Lindsay was master of the art of teaching. He was himself often accustomed to insist that the true teacher must be born, not made; he was himself a striking exemplification of the truth that the secret of effective teaching lies in personality. With a fine scorn of educational theories and methods, as such, he had the true teacher's instinct for reaching the student and for evoking from even the dullest soul a response and an interest. This was largely due to his understanding and sympathy: for him the interest in the student was ever paramount, and he was notably free from the besetting infirmity of teachers less gifted, who, absorbed in the subject or the method, lose sight of the ultimate fact, the learner. Of the hundreds of graduates of Boston University during the last twenty years, no small number will long remember as the central fact of their student years the forceful and inspiring teaching of this gifted man.

Classical scholarship, at least in this country, is but rarely represented by teachers who are versed alike in the philological, the historical, and the literary aspects of the study of antiquity. This well-rounded and complete equipment for classical teaching Professor Lindsay had, in the form of a scholarship sincere and thorough — as devoid of pretence as it was of pedantry — and informed throughout by the intensely human interest of a man who was alive to the humanity of the age with which he dealt, as he was to that of his own time. Roman civilization, which in its varied aspects he knew so well, was to him not a fossil for objective study. It was, in its language, its history, its art, and its literature, an expression of the human spirit of extraordinary significance, to the interpretation of which he brought a marked historic sense and the sympathy of a man who knew well the life of his own time and could therefore interpret that of antiquity. In the classroom, whether discussing an archaic inscription or an eloquent ruin of Roman greatness, whether explaining the inward significance of a grammatical relation or interpreting, as only he could, the genius of a Horace or a Catullus, he was never uninteresting. Dullness was the one thing his students could never expect: suggestive criticism, illuminating comparison,

sympathetic appreciation,—these they could with confidence anticipate. Classical study, were it more often illumined and vitalized by such teaching, would need no apology and no defence.

Boston University may well mourn so gifted and devoted an instructor, and, with the hundreds of graduates who gratefully honor his memory, take pride in his attainments and his work. To those whose privilege it was to call him colleague and friend his passing leaves a void which time itself will prove powerless to fill.

ALEXANDER H. RICE.

It is not easy for me, who was, during the four eager and sensitive years of an undergraduate youth, a pupil of the man we commemorate, and peculiarly influenced by him in the search for intellectual good,—it is not easy, it is in a sense not just, for me to attempt at this season of sudden loss to speak fittingly of Professor Lindsay. Yet it is too high an opportunity to let pass — the opportunity to speak out in any wise on behalf of the honorable dead; and I have this morning walked off under the blue skies which purge and steady mortality, and formulated, as I could, some homely hints of what my teacher was to me: others can speak of him as a colleague and as a man.

Others, likewise, can speak best of him as a scholar; but, since a teacher's quality is so largely in the quality of his scholarship, let me too bear witness there. Though not an original investigator, Professor Lindsay knew the language, the archæology, and the literature of ancient Italy, if not with that mastery of detail of the German, at least far more comprehensively and vitally than many an American classicist whose abstruse researches in some one field have given him a bigger academic reputation. His Latinity served his teaching: it contributed to the student's knowledge, it commanded the student's confidence in the teacher, it reënforced the student's confidence in the nobility of scholarship itself.

His extensive information in other subjects, notably in German, English, and poetics, often brought home to us with a convincing humanity the open page of the Latin text, besides adding to our general stores or stimulating to some new line of reading.

Neither enthusiast nor metaphysician, he was yet alert in noting clearly and in handling shrewdly (not without humor or epigram) many permanently significant questions of books and of human nature. No dogmatist, rather an enquirer, and, when uninformed or puzzled, always perfectly in-

genuous, he aroused the student to feel himself a sharer in the delight of establishing truth.

His teaching was informal, but never haphazard or garrulous. The day's work was done each day. The student's performance was fairly estimated. Student lapses met with a pointed or a sly rebuke, according to circumstances — of which he was a good judge. Not the least admirable element in his pedagogic policy was that the students were so seldom made conscious that he had any policy at all.

Impartial in his regular instructional work, he was outside the classroom from time to time the special friend and counsellor of some privileged young life whose ambitions he had the good-humored insight to understand, the unpretentious candor and wisdom to help.

WILLIAM ELLERY LEONARD, '98.

[From the Boston Transcript of Wednesday, July 28, 1909.]

By the death of Professor Thomas Bond Lindsay the world of to-day has been made the poorer and the world of the past has lost one of its ablest exponents. Known here as Professor of Sanskrit and Latin at Boston University, he was also known elsewhere by his writings on the Roman classics. A scholar, exact, profound, he added to these qualities one which bound them all into an effective whole: that intellectual sympathy which conjures forth the past to a seeming present. Professing the humanities, he practised them in preaching their exposition. At his hands the dead languages became once more alive. Learned in their letter, he was so permeated with their spirit that he carried you back two thousand years as if it were no more than yesterday — which in a sense that we were not taught at school it really was. With him for companion Horace strolled once more about his villa, seeing the world with very mundane eyes, and Juvenal penned his satires with the verve of the living, not the dead. Man of the world, he made their world ours. I well recall one evening as we sat smoking on the balcony of a club when he introduced me to Ovid's "Advice in his 'Ars Amatoria' to a young man taking his best girl to the circus"—the circus being the Circus Maximus. Said Ovid:

"If you see a speck of dust on her coat, brush it off. If you don't see one, brush it off just the same." *Ça fait toujours plaisir*. A bit of human appreciation of woman as eternal as the eternal feminine herself. And the eternal stars above us seemed to wink a mute approval at the sagacity of

the line. Or again when he quoted once Martial's epigrammatic answer to a friend (?) who had asked him for one of his books: "I would gladly send you my book, did I not fear you would send me yours." Wit and humor came out untarnished by age seen in the bright reflections of Lindsay's own mind. When you lunched with him you dined with Lucullus — in spirit, quite as good as in body. It was as if one were to sup with the Romans, and yet remained abstemious to enjoy it. For, after all, it is as one of the humanities that the classics exist. Horace wrote his verses not entirely with an eye to their perfunctory scanning by duty-a-liner tedious-finding boys. They were lyrics, verses of society; and the translation that would clothe them as they stood in life must itself be not literal, but literary. This Lindsay understood, and made others comprehend.

Most modern, too, he was. To the literary he added the scientific side of his subject, the philologic as against the human. For while feeling has changed but little since we first have record of it, and it is because it still is the same that we read of it with interest and understanding, its means of expression has run its own evolutionary course and changed, like other things, with the changing years. To discover their line of development by going critically into the past is not the least delightful part of archæology. All this Lindsay united in his study, as his membership in philologic and archæologic societies sufficiently testifies, and in its exposition, too, than whom none happier than he, as the honor with which he was held by his colleagues and students demonstrates.

Apart, too, from the classics he contributed brilliantly to modern thought. One essay of his on Heredity I particularly remember, in which he showed in a novel way, with a skill only second to its suggestiveness, the effect of early environment upon character — and even upon looks. I do not know whether this was ever published, but it ought to be.

His classes will carry through life the enthusiasm he inspired in them, and his associates will find a gap in their ranks which cannot again seem the same. To some of us the loss can never be made up. In the catalogue of his college he has become one of the *stelligeri*, those that bear the stars, his among the brightest in its firmament; while to one friend, who in his society was carried back into the glamored olden times, he seems to have left us moderns to join the ancients, whose intimate and interpreter he had so truly been.

PERCIVAL LOWELL.

At the first meeting of the college Faculty in September the following resolutions were passed and entered on the records:

The Faculty of the College of Liberal Arts of Boston University records with deep sorrow the death, at Glenview, Ky., on July 22, 1909, of Thomas Bond Lindsay, Professor of Latin and Sanskrit.

In the midst of our grief we are pleased to bear testimony to his rare scholarship, his success as a teacher, and his untiring devotion to the interests of the college.

An active participant in all the deliberations of this body, a willing bearer of all burdens that came to him in the discharge of his duty as a member of the Faculty, his presence will be sadly missed, and his memory long cherished.

The secretary is instructed to place this action in the records of the Faculty, and to transmit a copy of the same, together with an expression of our most sincere and tender sympathy, to the family of the deceased.

At the close of chapel service on Wednesday, September 29, the assembled students unanimously adopted the following resolutions, which were read by Mr. H. R. Knight:

Whereas, during the past summer Professor Thomas B. Lindsay has been taken from us by a sudden and most unexpected illness,

Therefore, be it

Resolved, That in common with the numerous alumni of the college, to whom he has been a friend as well as an instructor, we feel in his death a personal loss; and be it

Resolved, That we recognize his sterling merit as a classical scholar, and his rare skill as a teacher, both of which served to add dignity and efficiency to Boston University; and be it further

Resolved, That we as representatives of the student body do hereby express this our feeling of a common sorrow to the Faculty of the college; and particularly to his family and personal friends, who mourn for his cheering presence. And be it further

Resolved, That these resolutions be published in the college BEACON and the city press, and that a copy be sent to the secretary of the Faculty and the members of the immediate family.

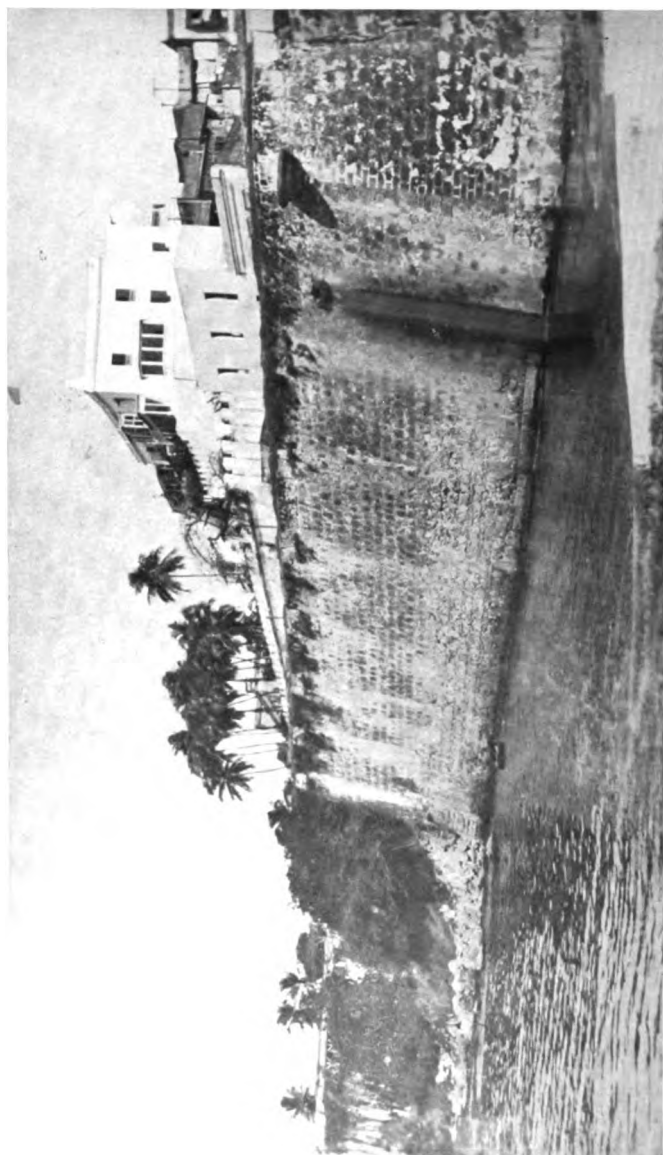
THOMAS BOND LINDSAY.

PROFESSOR THOMAS BOND LINDSAY was born in New York City, April 28, 1853. He was a son of Rev. Dr. John W. Lindsay, a well-known clergyman and educator, who from 1872 until 1882 was Dean of the College of Liberal Arts of Boston University. Professor Lindsay received his college preparatory training in the Genesee Wesleyan Seminary, Luna, N. Y., where he studied from 1865 until 1868. He then removed to Boston, and spent a year in the Boston Latin School. Entering Wesleyan University, Middletown, Conn., in 1870, he graduated in the class of 1874. His superior scholarship at college earned him an election to the Phi Beta Kappa Society. In 1877 he received the degree of A.M. from his Alma Mater, and in 1882 he was awarded the degree of Doctor of Philosophy by Boston University. During the years 1874-77 he studied in some of the most distinguished universities of Germany. He taught in the Newton High School in 1877-78. From 1878 until 1884 he was assistant professor of Latin and Sanskrit in Boston University. In 1884 he was appointed to a full professorship in these subjects, and continued in this position until his death. Professor Lindsay was a member of the American Philological Association, the American Oriental Society, and the American Institute of Archæology. He was the author of the following works, all of which are still widely used in college and preparatory schools: "Cornelius Nepos," 1882 (revised 1895); "Easy Latin Lessons," 1890 (a work of joint authorship, issued under the name of "Lindsay and Rollins"); "Juvenal," 1890; "Sight Slips in Latin," 1892. Among his scientific writings were the following: the articles on Juvenal and Terence in "Warner's Library of the World's Best Literature;" "The Place of the Classics in the Modern Curriculum," BOSTONIA, 1901.

Professor Lindsay was married, June 25, 1874, in Middletown, Conn., to Miss Ada A. Hubbard. His daughter, Mrs. C. W. Allen, has her home in Glenview, Ky. His son, Lennox Hubbard Lindsay, is a graduate of the College of Liberal Arts of Boston University, class of 1899.



Professor E. Charlton Black has been appointed Librarian of the College of Liberal Arts. He will act in coöperation with a Library Committee consisting of Professors J. B. Coit and Lyman C. Newell and President W. E. Huntington and Dean W. M. Warren, *ex officio*.



CASA BLANCA, SAN JUAN

DOWN IN PORTO RICO.

Florence Beiler.

IT was a beautiful morning in late September when we first saw Porto Rico. For two hours we watched with fascination the blue-green hills, the slender, waving cocoanut-palms, and the stretch of yellow sand become clearer and clearer. Old *El Morro* loomed up strong and bold, and as we rounded it the captain pointed out where Sampson's guns had wrought havoc in the time and weather stained walls.

As we sailed slowly into the harbor we looked eagerly at the quaint shores. On our left, San Juan, with its massive sea wall and gates, its strange houses with their *miradors*, and its flashes of brilliant colors. We saw *Casa Blanca*, built by Ponce de Leon for his son Juan. On our right, stretching far into the distance, were the ever-changing green hills, while nearer to us were the cane-fields and the palms. Darting in all directions about the harbor were native boats, each with a quaint sail. At the dock, a swarm of black and brown boys with supplicating cries and most amusing antics dived for pennies.

As we landed we were instantly surrounded by a yelling, chattering, gesticulating, shoving, pushing horde of dark-skinned fellows eager for some *centavos*. Finally, we got into the street — and such narrow, cobblestoned streets, and such narrow sidewalks! We had a glimpse into one high-walled restaurant crowded with men smoking, drinking, and eating at small tables, under which dogs and tiny brown babies were crawling promiscuously.

San Juan is most interesting and delightful to those who enjoy the strange and old. A splendid Porto Rican soldier guided us about *El Morro*, down through dark inside winding passages, past dungeons, up and down worn stone stairs, in and out of old cannon-squares, through the apertures of which we looked out on the sparkling Atlantic. In some of the grass-grown spaces chickens, peacocks, and turkeys were strutting about. Doves had nests in the old cannon-ball and shell racks. Porto Rican soldiers are quartered in one part of the fort. Uncle Sam maintains in Porto Rico only a Porto Rican regiment officered by Americans.

Oh, there are so many things to see! Rich in historic interest is the old *Fortaleza*, used as the palace for governors in Spanish times and still employed for that purpose. Entering the driveway, and going up the broad stone stairway, one may be shown into the peculiarly shaped high-walled

throne-room. Down San Cristo Street is the little church, the second smallest in size in the world. Then there is the cathedral, with its beautiful shrines, erected long before any meeting-house in New England. People still worship there. Prayers are still offered before some patron saint.

Do not think that San Juan alone is old. One finds the ancient and the modern in a great mixture. The coach with its two little scrawny, moth-eaten horses and clanging gong vies with the trolley in speed and noise. The ponderous, slow-moving oxen, with their weighty load, are far in the rear of the speedy automobile. Electric lights shine side by side with oil-lamps. Modern sewerage and open, filthy gutters are found in the same streets. Beautiful modern homes with grassy lawns contrast strongly with the old Spanish homes and *patios*, and with the thatched shacks of the poor.

After two days in the capital city we started to Fajardo, on the northeast coast of the island. We drove through the city at a reckless pace, past old San Geronimo, over historic San Antonio bridge, on through Santurce, San Juan's delightful suburb, to Rio Piedras, where we saw the splendid Normal School. Then we drove on by the heavily laden orange and grape-fruit orchards, past pineapple plantations, and so into the country. The glorious hills were always before us; down by the sea, the palm-trees; and here and there, giving a wonderful dash of crimson, was a *flamboyan* in gorgeous bloom. We were six hours getting to Fajardo, where we found good, clean, cool rooms and a splendid boarding-place — for Porto Rico.

Fajardo has a fine schoolhouse, well fitted and cool. The trade winds seem to blow continually. The school is graded, and taught in English above the second grade. All schools in the average-sized towns are taught in English. One or more periods of each day are given to Spanish, taught by Porto Rican teachers. School work is very interesting. The children, on the whole, are bright and eager to learn, though, like American children, prone to be very lazy at times. The schools throughout the island are being improved in many ways. There are fine high schools in San Juan, Ponce, and Mayaguez. Porto Rican teachers are rapidly filling positions. In the schools the children range from the most aristocratic to the lowliest *peon*; from the whitest white to the blackest black.

Porto Rico is not exactly fussing over the color-line or race suicide. Children are everywhere. The little ones, just in their own skins, run freely on the streets. I once saw a good-sized brown baby clad only in a gorgeous pink ribbon sash. She was strutting down by the river, perhaps looking for her mother among the washerwomen there. The laundry



A STREET IN SAN JUAN

work of Porto Rico is done largely in the rivers. Clothes are soaped, pounded on rocks, sometimes boiled in old Standard Oil cans, and then dried on barb-wire fences. Rain-water is used as drinking-water, though river water is sold in the streets. The large cities, of course, have their waterworks. Roads — the traveled ones — are in fine condition, and are constantly being improved. Now that many of the rivers are bridged, automobiling is one of the pleasantest pastimes on the island.

One morning during Christmas holidays we began a coach drive around the island. Jesús, our *cochero*, was a fine, stalwart, swarthy fellow and a splendid driver. We drove sometimes along the beach bordered by thousands of palms, sometimes on a fine road, into Humacao, our first stop. The next morning we saw Porto Rico's Saturday morning specialty — the beggars. Gaunt and emaciated from anæmia, victims of the awful elephantiasis, blind and crippled, they come for pennies. Many stores have their piles of pennies ready as the beggars come in. From Humacao we found magnificent scenery up in the mountains. Higher and higher we went, up among the great tree ferns. We looked away across the cane-valley out to sea. Then down we went to Guayama. Along the southern coast from Guayama to Ponce hundreds of cattle and horses were grazing. The southern coast was much more barren, and Ponce seemed much warmer. Ponce is most delightful, very Americanized, has splendid schools, churches, a fine large market-place, beautiful plaza and homes.

From Ponce we took the train for Arecibo, and what a fine ride it was! We followed along Mona Passage a long distance, and then we swung into the hills. As far as eye could see were the blue-green hills, and frequently as the road swerved we had glimpses of old ocean sparkling through the groves of cocoanut-palms. As we went further into the hills vegetation became more luxuriant. The royal palms covered the hillsides, and everywhere else apparently were banana-plants. In the sunset light, outlined against the violet-shadowed hills, we saw old San German and its ancient cathedral, one of the earliest buildings erected in Porto Rico.

Early the next morning we took a coach to drive from Arecibo to Ponce, from the north across to the south, following the Rio Grande. Great rocky cliffs towered above us. Every turn brought more beautiful vistas into the mountains, whose sides were green with royal palms, bananas, and plantains. The bread-fruit tree, with its striking foliage, was along the roadside in great numbers. Bamboo was in great clusters, and the red-berried coffee-plant was running rampant. On and up we climbed to Adjuntas, and then rapidly down into Ponce.

After a short stay in Ponce we took the famous Military Road to San Juan. This is eighty-one miles long, and was built by Chinese and slave labor; since the American occupation it has been vastly improved. We twisted and turned, always climbing, up to Aibonito, the highest point in the island. From there we had a magnificent panorama, looking from the Caribbean on the south to the Atlantic on the north. On the way down to Cayey we saw the great tobacco center. The finest brands are grown under canvas, so that from our mountain height the valleys appeared as if great fields of snow. It was dusk when we reached Caguas, and from there to San Juan we drove in the dark, shivering with cold. How good a blanket felt that night! We had seen so much — and yet not half! But we were glad we had had such views of the island and its life.



PROFESSOR PERRIN AND THE WELLESLEY SCHOOLS.

PROFESSOR M. L. PERRIN, who had been for sixteen years superintendent of the Wellesley schools, resigned his position in the spring, owing to the lack of harmonious action between himself and the School Committee. The respective duties of a school-board and the superintendent have not as yet been defined by any statute; and the time has certainly come for the representatives of the people to recognize that the functions of a superintendent must be regarded as the work of an expert and under his responsible control. This was clearly set forth in an article by Dr. Perrin, published on the editorial page of the Boston *Transcript* on May 24.

A committee of prominent citizens called a public meeting in the summer, inviting Dr. Perrin and the School-Board to present the circumstances which had led to the disagreement. Not one of the School Committee appeared; and Dr. Perrin was kept speaking and answering questions for nearly two hours. The meeting, which was largely attended, was demonstrative and overwhelmingly in his favor; although, from his popularity and the confidence felt in him by all classes of people, this was almost a foregone conclusion.

BOSTONIA

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REPRESENTATIVES OF DEPARTMENTS

Professor DALLAS LORE SHARP, College of Liberal Arts

MERRILL BOYD, A.B., LL.B., School of Law

Dean JOHN P. SUTHERLAND, M.D., School of Medicine

Professor JOHN M. BARKER, School of Theology

Address all communications to

THE EDITOR, J. R. TAYLOR, 688 Boylston Street, Boston, Mass.

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PROFESSOR THOMAS BOND LINDSAY.

THE sympathetic tributes to the memory of Professor Thomas Bond Lindsay which will be found elsewhere in this issue of BOSTONIA agree remarkably in their characterization of this distinguished member of the Faculty of Boston University. Without exception, the writers who had personal knowledge of Professor Lindsay's classroom work speak of his rare skill as a teacher. President Huntington, Dean W. M. Warren, and the Faculty of the College bear earnest testimony also to his cheerful and unwearied toil in the inconspicuous but highly important administrative duties which fell to him as a college officer. The students in their resolutions gratefully recognize his personal interest in their welfare; they call him a friend as well as a college instructor. The editors of BOSTONIA have received some touching letters from graduates in which heartfelt reference is made to spontaneous and generous acts of Professor Lindsay which brought relief at times when the future seemed beset with difficulties.

One element of his character to which but passing reference is made in these memorials should be emphasized. Professor Lindsay was a man of rare executive ability. Had he chosen a business life he undoubtedly would have achieved a highly successful mercantile career. His striking business qualities were conspicuously shown in connection with the various public and dramatic entertainments given by the Latin Department. When, a number of years ago, the department brought out on an elaborate scale

"The Captives of Plautus," Professor Lindsay carried the large enterprise to successful completion. Not only were the finances successfully handled, but Professor Lindsay's wide acquaintance with teachers and educators brought together at these performances distinguished audiences of students and teachers for several successive evenings. The scope of this enterprise, and the extent of Professor Lindsay's influence, may be inferred from the fact that Mr. Henry Clapp, the distinguished Shakespearian critic, wrote for the Boston *Advertiser* a lengthy criticism of the libretto of the play, and the New York *Evening Post* sent on to Boston to report the performances one of its regular dramatic editors.

The recognized business abilities of Professor Lindsay led to his repeated selection by his colleagues of the Faculty as their representative before various educational bodies. No man on the Faculty did more to make the University known among the professional and social elements of Boston society. A striking evidence of this is the beautiful and spontaneous tribute which Mr. Percival Lowell contributed to the Boston *Transcript* a day or two after Professor Lindsay's death.

For more than thirty years Professor Lindsay had been a distinguished member of the Faculty of Boston University. His loss is deeply felt by hundreds of his former students. He will be sorely missed by his colleagues of the University to which he had devoted so many years of unwearied toil.

THE NEW PROFESSOR OF LATIN.

THE sudden and lamented death of Professor Lindsay last July threw upon the authorities of the University the heavy burden of the choice of a suitable successor. The extended notice in another column of this issue of BOSTONIA will indicate that in the selection of Dr. Donald Cameron, of Princeton University, the Trustees have chosen a man whose training and personality admirably qualify him to meet the responsibilities of this important professorship. The graduates of the college will join the Faculty and the undergraduates in welcoming the new member of the teaching-force and in congratulating the Trustees on their choice.

WIDENING INFLUENCE OF THE UNIVERSITY.

THERE are increasing indications that the action of the Trustees in moving the college to its new site on Boylston St. will prove momentous in the history of the University. There can be no question that the last two years have added greatly to the public recognition of Boston University as one of the educational forces of the city. The old plea of Bostonians that they were ignorant of the location of the college is happily gone. The thousands of people who daily pass the College Building cannot fail to observe and note the dignified structure into which the college has recently moved.

A striking proof of the advantages of the new location is the increasing tendency on the part of educational bodies to select the College Building as their place of meeting. Already several important gatherings have been held here since the opening of the college year. For two years one of the Boston public schools has held its graduating exercises in Jacob Sleeper Hall. It is an invaluable asset for the whole University to have educators and scientists turn familiarly toward our College Building as a suitable and central place for their annual gatherings. Such increased acquaintance on the part of public-school students and educators must ultimately result in a greatly increased attendance. The unprecedentedly large entering-classes of the last two years are undoubtedly due in large measure to this widening influence of the college. The recent addition of courses for teachers was of great value to both the University and to the class to whom it threw open these new advantages. For many teachers it has made for the first time a college degree accessible; for the University it has raised up a new body of educators who will become influential friends of the institution.

AN URGENT NEED OF THE UNIVERSITY.

THE University is making a strenuous effort to add four hundred thousand dollars to the endowment fund. At the time of sending this issue of BOSTONIA to press the amount subscribed is \$127,000. The University is in urgent need of this addition to its endowment. The time set for completing the fund is July 1, 1910. It will require the earnest and generous coöperation of every friend of Boston University to raise the remaining \$273,000 before the expiration of the assigned period.

AN EXCELLENT RECORD.

THE statistics regarding the class of 1909 of the College of Liberal Arts, published elsewhere in this issue of BOSTONIA, will repay a careful reading, as indicative of the lines of work which are taken up by the graduates of our college. Of the ninety-nine graduates of the last class, forty-three have reported to the college. Of these, thirty-six have secured positions as teachers; three are taking advanced work, in the Graduate School of Yale University, the Harvard Medical School, and Simmons College, respectively. One is principal of a school. Two have secured college positions. Two have gone into business. One is pastor of a church. The fact that no fewer than thirty-six of the forty-three are now teaching indicates that our graduates are very successful in securing appointments in school work. The steady growth of the college is due in no small degree to the loyalty of the hundreds of graduates who bring to the attention of their students the advantages which the University offers.

THE RELATIVE AGE OF BOSTON UNIVERSITY.

THE official programme for the inauguration of President Lowell of Harvard University gave the full list of delegates from the one hundred and ninety-five educational institutions which were represented at the exercises. Graduates of Boston University will be gratified and possibly surprised to learn that although our own institution is generally thought of as one of the younger universities of this country, we were followed on the programme by no fewer than thirty-seven American colleges and universities the foundation of which is of later date than our own. Among these younger institutions are Syracuse, Smith, Vanderbilt, Wellesley, Johns Hopkins, Bryn Mawr, Leland Stanford, Clark, and Radcliffe.

THE editorial entitled "Business Is Business," which Dean W. M. Warren contributed to the July BOSTONIA, was copied in full in the *Boston Transcript* and the *New England Journal of Education*. Due credit was given to BOSTONIA in both cases.

UNIVERSITY NOTES

The official delegates of the University for the inauguration of President Abbott Lawrence Lowell of Harvard University were: President W. E. Huntington, D.D., LL.D.; Hon. John Lewis Bates, LL.D., President of the Board of Trustees; William Fairfield Warren, D.D., LL.D., Dean of the Faculty of Theology; Melville Madison Bigelow, Ph.D., LL.D., Dean of the Faculty of Law.

The Woman's Journal of Saturday, September 18, contains a number of tributes to the memory of the late Henry B. Blackwell. Among these are the following, by President W. E. Huntington:

"I did not know your noble father except by his utterances by voice and pen; but I had learned to have the deepest respect for him. Certainly of him it will be truly said by a multitude of friends: 'His works do follow him.'

"It is a great comfort to you in your sore bereavement that your heritage of the best kind — character, lofty ideals, unselfish devotion to a great purpose, both from father and mother — is so rich and enduring."

Many of the readers of BOSTONIA will be interested in noting that Professor Bliss Perry, who delivered the Commencement Address last June, will be the Harvard Lecturer at the University of Paris for the year 1909-10. His predecessors in this lectureship were Professors Barrett Wendell, 1904-05, G. Santayana, 1905-06, A. C. Coolidge, 1906-07, and G. P. Baker, 1908-09.

The Boston *Herald* of Thursday, July 8, published portraits of six distinguished men who had on the previous day been appointed to responsible offices by Governor Draper. Among the six are two Trustees of Boston University. Ex-Governor John L. Bates was appointed a member of the Commission for the investigation of the laws relating to taxation; Mr. Alonzo R. Weed was selected as a member of the Gas and Electric Light Commission.

At the two hundred and fiftieth anniversary celebration of the town of Hadley, Mass., on Wednesday, August 4, President W. E. Huntington, the chief speaker, delivered an address covering the history of Hadley and paying a fitting tribute to the notable men whose career was intimately connected with this fine old New England town. The Springfield *Republican* of Thursday, August 5, contains President Huntington's portrait and gives extensive excerpts from his address.

President W. E. Huntington gave an address at Amherst, Mass., last August on the theme, "An Interpretation of an Ancient Hebrew Lyric." This address was one of a series of conferences and lectures held by the Federation of Churches of Massachusetts and the Federation of Churches of Rhode Island in coöperation with the Summer School of the Massachusetts Agricultural College.

On Sunday, September 26, President W. E. Huntington gave, at Westfield, Mass., an address on the theme, "The Challenge to Young People from the Immediate Future." The Springfield *Republican*, in its issue of the day following, gave a full abstract of the address.

In response to an invitation from the 1915 committee in charge of the exposition to be held in November in the old art museum building, Boston University will be represented among the higher educational institutions of the city. The chief exhibits will doubtless be from the College of Liberal Arts and from the School of Medicine, but the progress of the University in all departments will be represented. A full account of the exhibit will appear in the next number of BOSTONIA.



The Departments

COLLEGE OF LIBERAL ARTS.

A NEW PROFESSOR OF LATIN.

The Trustees have appointed Dr. Donald Cameron Assistant Professor of Latin, to fill the vacancy caused by the death of Professor Lindsay. Professor Cameron is a young and vigorous man, thirty-three years of age. He is a graduate of the University of Texas in the class of '95. After one year of graduate work he received the Master's degree from his Alma Mater. Four years later he received the degree of M.A. from Harvard University, and in 1902 he was awarded the degree of Doctor of Philosophy by the same institution. After receiving his Doctor's degree he spent a year abroad as a traveling fellow of Harvard University, studying at the University of Berlin and in Greece and Italy.

Dr. Cameron has held the following positions: Teacher of Latin and Greek in San Antonio High School; Instructor in Greek and Latin, University of Texas, 1903-04; Acting Professor of Greek in Baylor University, Waco, Tex., 1904-05. During the last four years he has been preceptor in classics in Princeton University, with the rank of assistant professor. The system of preceptorships at Princeton is a recent innovation. It is designed to supplement the classroom work of the students by the personal supervision of highly trained men of attractive personality. The preceptors meet the students outside of the classroom at frequent intervals, and by skilful questioning and judicious suggestion they control and direct the classroom work of the students. The system has proved of marked value in holding the attention of the students to their work and in broadening their grasp of the subject.

Dr. Cameron comes to his work at Boston University with the highest endorsement of his instructors at the University of Texas and the Graduate School of Harvard University. His colleagues on the Faculty at Princeton University also speak of him in the highest terms as a man and as a scholar.

The Sanskrit courses, so ably carried on for many years by Professor T. B. Lindsay, will be conducted this year by Professor M. L. Perrin. As there are no students now in college who took last year's elementary course, there is only a beginners' class; the members of this class have entered upon their work most auspiciously. Professor Perrin studied Sanskrit for five years under eminent scholars in Germany, and passed the Doctor's examination in Sanskrit at the University of Goettingen.

THE CLASS OF 1909.

[For many of the following items we are indebted to the courtesy of the editors of *The University Beacon*.]

- Miss Mildred M. Anderson is teaching in the New Milford, Conn., High School.
 Miss Amy B. Baker is teaching in Lancaster, N. H.
 Miss Rosetta E. Bankwitz is instructor in Lyndon Institute, Lyndonville, Vt.
 Mr. Oswald H. Blackwood is Professor of Physics in Reid College, Lucknow, India.
- Miss Gladys M. Blake is teaching in the Thomaston, Me., High School.
 Mr. Walter F. Burt is principal of the Barre, Mass., High School.
 Mr. Harold L. Chase is studying in the Harvard Medical School.
 Miss Gladys S. Cole is teaching in the Pembroke High School.
 Miss Mildred E. Collyer is teaching in the Murdock School at Winchendon.
 Miss Eva H. Day is teaching in the High School at Rockland, Me.
 Miss Bessie M. Drew was married on Monday, August 30, at Wollaston, Mass., to Mr. Harris Merrill Barbour.
- Miss Ruth E. Eaton is teaching in the Newmarket, N. H., High School.
 Mr. Frank A. Ewart is in business in Boston.
 Miss Florence M. Felton is teaching in the Gorham, Me., High School.
 Miss A. Louise Gale is teaching in the High School at Mystic, Conn.
 Miss Ida M. Gardner is teaching in Berlin, N. H.
 Miss Agnes M. Gilmore is teaching in the Reading High School.
 Miss Mabel F. Hale is teaching in the Hardwick High School.
 Miss Ethel Ham is teaching in the Morgan School, Clinton, Conn.
 Mr. Arthur C. Harrington is studying in the Graduate School of Yale University.
 Mr. Thomas R. Hicks is pastor of the Arlington Street Church, Nashua, N. H. He was married on June 23, at North Uxbridge, Mass., to Miss Mabel Kinnecome.
- Miss Edith A. Holton is teaching in St. Johnsbury Academy, Vt.
 Miss Elizabeth J. Jackson is teaching in the Littleton, Mass., High School.
 Miss Mabel S. Jackson is teaching in the State Normal School at Elizabeth City, N. C.
- Miss Alma M. Kinnie is taking a secretarial course at Simmons College.
 Miss Emily H. Larrabee is teaching in the Hardwick High School.
 Miss Mary G. Magner is teaching in the Norwell High School.
 Miss Elsie E. Miles is teaching in the Portsmouth, N. H., High School.
 Miss Beatriz Orozco is teaching in Mexico.
 Miss Rachel C. Osgood is teaching in a private school in Lynn.
 Miss Edith G. Peck is teaching in the Rutland High School.
 Miss Fannie P. Rexford is teaching in the Thomaston, Conn., High School.
 Miss E. Romaine Robinson is teaching in the National Training School for Women and Girls at Washington, D. C.
- Mr. Harold L. Sanders is in business at Winnipeg, Canada.
 Miss Flora B. Smith is teaching in Parsonsfield Academy, Maine.
 Miss Flora M. Smith is teaching in the New Britain, Conn., High School.
 Miss Gladys Smith is teaching in the Emerson School, Saugus.
 Mr. Percy V. Stroud is teaching in the Bristol High School.

Miss Claire M. Symonds is teaching in the Topsfield High School.

Miss Sara A. Thompson is teaching in the Salem High School.

Miss Mildred L. Thorndike is teaching in the Plymouth, N. H., High School.

Miss Marion E. West is teaching in the Reading High School.

Mr. H. Ernest Williams is Instructor in Chemistry in Acadia College, Wolfville, N. S.

Professor F. S. Baldwin has been appointed, with the approval of the governor of the Commonwealth, a member of the Commission on Tax Laws. This Commission will issue a report before the next session of the Legislature. The particular question which the Commission will consider is the expediency of so amending the constitution of the State as to permit the classification of property for purposes of taxation. Ex-Governor John L. Bates is chairman of the Commission. The other members are Bank Commissioner A. H. Chapin and Tax Commissioner W. D. Trefry.

Dr. Baldwin's appointment, carrying, as it does, a heavy burden of investigation, has made it necessary to readjust the college courses in the Department of Economics for the present year. During the first semester Professor Baldwin will give Course IX. 1, Theoretical Economics. Course IX. 3, Economic and Tariff History of the United States, and Course VIII. 9, History of England, will be given during the first semester by Dr. Frank Alfred Golder.

Dr. Golder is a graduate of Bucknell University, Ph.B. '98 and Ph.M. '99. From 1899 until 1902 he was a teacher in the United States Public Schools in Alaska. In 1901-02 he was United States Commissioner for the Unga District of Alaska. During the years 1902-03, 1904-05, 1908, and 1909 he studied at Harvard, receiving from that institution the degree of A.B. in 1903 and Ph.D. in 1909. He studied also at the Universities of Paris and Berlin 1903-04 and 1907-08. He has taught at the State Normal School of Arizona, and the University of Missouri.

At the beginning of the second semester Professor Baldwin will resume the full work of his department, and he will also give Courses IX. 5 and IX. 11, which were necessarily omitted during the first semester.

THE BACHELOR'S DEGREE FOR TEACHERS.

In response to inquiries from a committee of public-school teachers in Boston, the Faculty has authorized the following statement of terms upon which teachers may obtain the Bachelor's degree.

I. Entrance requirements: for teachers of less than three years' experience, the regular requirements; for other teachers, a substantial equivalent, each case being considered upon its merits.

II. Credit for previous work: credit will be allowed for all work judged to be of collegiate grade, up to a maximum of ninety hours.

III. Requirements for the degree: one hundred and twenty semester hours, certain of which will be prescribed by the college.

IV. Residence: courses aggregating at least thirty hours, not necessarily within a specified period, must be taken in residence.

Miss Grace W. Hooper, '06, was married on Tuesday, October 5, in Dover, N. H., to Mr. Henry Monroe Hall. Mr. and Mrs. Hall will be at home after December 1, at 18 Bishop Ave., Massena, N. Y.

TEACHERS' COURSES.

FIRST SEMESTER 1909-10.

The full list of Teachers' Courses offered during the first semester is as follows:

ANGLO-SAXON AND EARLY ENGLISH. *Professor M. L. Perrin.*

1. Beginners' Course in Anglo-Saxon. Saturday, 10 A.M.
3. Middle English. Saturday, 9 A.M.

ENGLISH LITERATURE. *Professor E. Charlton Black.*

1. English Verse, from Chaucer to Wordsworth. Saturday, 10 A.M.
3. From Miracle Plays to Shakespeare. Saturday, 11 A.M.
5. The Foundations of English Literature. Saturday, 12 M.

FRENCH. *Professor James Geddes, Jr.*

1. Elementary French. Saturday, 9 A.M.
3. French Course, conducted, as far as practicable, in French. Saturday, 11 A.M.
5. Phonetics, Applied to the Study of French and English Pronunciation. Monday, 4.20 P.M.

GERMAN. *Professor M. L. Perrin.*

1. Elementary German. Saturday, 2.30 P.M.
3. An Intermediate Course in German Literature and Reading. Saturday, 1 P.M.
5. Composition and Drill in Grammar and Expression. Saturday, 12 M.
7. Faust, Parts I and II. Saturday, 11 A.M.
9. A Course Designed to Train Teachers in the Conducting of Classes in German. Wednesday and Saturday afternoons, at convenient hours.

GREEK. *Professor J. R. Taylor.*

1. Plato, Republic. Tuesday, 4.20 P.M.
3. The Private Life of the Greeks. Thursday, 4.20 P.M.

ITALIAN. *Professor James Geddes, Jr.*

5. Elementary Italian. Saturday, 10 A.M.
7. Second-Year Italian. Saturday, 12 M.

MUSIC. *Assistant Professor J. P. Marshall and Mr. Samuel W. Cole.*

1. A Course in Elementary Harmony. Hours to be arranged.
3. The Appreciation of Music. Hours to be arranged.
5. Theory and Practice of Teaching Music in Schools. Hours to be arranged
7. A Course for Regular Teachers in the Public Schools Who Are Required to Give Also Some Instruction in Music. Hours to be arranged.

SPANISH. *Professor James Geddes, Jr.*

Elementary Spanish. Wednesday, 4.20 P.M.

The official circular, which may be obtained upon application to the Dean of the College of Liberal Arts, gives detailed information concerning the various courses, enrollment, credits, tuition fees, and calendar.

Mr. M. L. MacPhail, 'or, has been awarded the first prize of six hundred dollars offered by the American Sunday School Union for the best book on the subject "The Bible as an Attractive Book." Mr. MacPhail's work is entitled "The Magnetism of the Bible." The book will be published in October by the American Sunday School Union.

Mr. Chauncey C. Williams, of the class of '77, has forwarded to the office of BOSTONIA copies of the first two issues of *The Beacon*, bearing the dates of April 26, 1876, and June 7, 1876. The editors at that time were Mr. C. L. Goodell, '77, Miss S. A. Emerson, '77, and Mr. C. T. Demond, '78. Among the interesting phases of the life of the University at that early period we note that the different departments of the University had their Commencement exercises at widely different periods. Beginning with the graduating exercises of the School of Medicine on March first, no less than six distinct Commencement exercises were held, the long list concluding with the anniversary gathering of the College of Music on the twenty-fifth of June. In speaking of this scattering of graduation functions, the first issue of *The Beacon* expressed a wish which has proved to be prophetic: "It might be less convenient to the various schools, but the University would make a far better showing, to arrange all the Commencement exercises for the same week."

Professor Dallas Lore Sharp contributed to the Boston *Transcript* of September 15 and 22 a series of articles entitled "Farms Not for City Bred." The headings will indicate the scope of the articles. September 15: "The Blunt Truth About Bay State Conditions; The Utter Impossibility of This Land Affording Happiness or Even a Living for the Tenement Poor; The Sage Counsel of a Farm-Bred Man Who Has Returned to Farming, but Only as an Avocation; Some Bitter Experiences Cited." September 22: "The State's Problem of Homesteading the City Poor; Our City Full of Poor People; The Large Areas of Convenient Country Land on Which They Might Live; State Aid Needed to Help the Two Together; The Futile Attempts of the Poor to Settle for Themselves; They Simply Exchange Tenement Misery for Misery in the Woods; The Plain Duties of City and State."

The Shanghai *Mercury* of July 28 contains the following notice of a new honor which has come to a distinguished alumnus of the University, Dr. J. C. Ferguson, '86:

"Native newspapers report that Viceroy Tuan Fang has recommended that Dr. J. C. Ferguson, a holder of a third-grade button, having been in China for many years and holding impartial views on Chinese affairs, having served as adviser on foreign affairs, being well versed in Chinese and foreign affairs, having been appointed by late Viceroy Liu Kung-yi in 1899 and served also as adviser to the Shanghai Taotai, be granted the red button of the second grade to show appreciation of his services. The recommendation having been accepted, the Shanghai Taotai has been ordered to communicate the granting of the honor to Dr. J. C. Ferguson."

The death of Professor Lindsay and the appointment of Professor Cameron to the Latin Department made necessary numerous changes in the assignment of Latin courses for the present year. As rearranged, the horarium assigns the courses of the Latin Department for the first semester as follows: Professor Rice: Livy, Sight-Reading and Prose Composition; Roman Philosophy; Advanced Latin Prose Composition; Roman Satire; History of Latin Literature; Life of the Ancient Romans. Professor Cameron: Latin Prose Composition; Livy, Sight-Reading and Prose Composition; Tacitus; Roman Comedy; Introduction to the Scientific Study of Language.

Dr. Charles W. Pierce, of the class of '95, died on Saturday, October 9, at Allston, Mass. The funeral services were held at his residence, 116 Brighton Ave., on Monday, October 11. The interment was at Ashland, Mass.

On Monday, July 5, Professor John Morse Ordway, who from 1876 until 1884 was Professor of Botany in Boston University, died, in Saugus, at the age of eighty-six years. Professor Ordway was a graduate of Dartmouth College, in the class of 1844. In addition to many important industrial positions, he had held some prominent offices in educational institutions: for fifteen years he was Professor of Industrial Chemistry and Metallurgy at the Massachusetts Institute of Technology; for eight years he was Professor of Botany in Boston University; for thirteen years he was a professor in Tulane University.

On Friday evening, September 24, the Young Men's and the Young Women's Christian Associations of the College of Liberal Arts gave a reception to the new students. President W. E. Huntington spoke a few words of welcome, and Professor M. L. Perrin gave an address in behalf of the Faculty. He said that every college has something peculiar to itself: one is noted for athletics; another, for its beautiful campus; his desire for Boston University is that its graduates may be distinguished for their good manners. Refreshments were served, and the company joined in singing college songs.

The twenty-fourth annual meeting of the New England Association of Colleges and Preparatory Schools was held in Jacob Sleeper Hall on Friday and Saturday, October 8 and 9.

An especially interesting feature of the meeting was the discussion which followed three addresses on the general topic of "The Voluntary Reading of Students in School and College." The discussion was opened by Principal D. O. S. Lowell, of the Roxbury Latin School, and continued by Mr. Harold L. Perrin, a member of the Senior class of the College of Liberal Arts.

Miss Grace A. Turkington, '00, contributed to the *Boston Transcript* of July 21 an article entitled "College Girls' Careers." The scope of the article is indicated by the following headings: "What This Year's Graduates Will Undertake;" "Results of a Canvass of Wellesley College, Radcliffe College, Tufts College, Boston University;" "Graduates Will, as Usual, Take up Teaching;" "No Basis for the Report that a Large Percentage Go into Business."

At the annual meeting of the Boston University Chapter of the Phi Beta Kappa Society last June the following graduates of the College of Liberal Arts were elected to honorary membership: Mr. Orrison Swett Marden, '77; Miss Alice Dean Mumford, '78; Mrs. Edith Talbot Jackson, '83.

The officers elected for the academic year 1909-10 were the following: president, Professor T. B. Lindsay; vice-president, Assistant Professor R. E. Bruce; secretary and treasurer, Miss A. A. Cole.

Mr. Samuel W. Cole, of the Department of Music, was presented with a purse of three hundred dollars at the graduating exercises of the Brookline High School last June. For twenty-five years Mr. Cole has been instructor in music in the Brookline public schools. This gift, which came as a complete surprise to Mr. Cole, was a testimonial of the esteem in which he is held by a large circle of associates, friends, and pupils.

Professor Dallas Lore Sharp contributed to the October *Atlantic* a nature study entitled "The Edge of Night."

Assistant Professor J. P. Marshall gave the following courses at the Summer School of Harvard University: Elementary Harmony; Advanced Harmony; Music Appreciation and Analysis.

These courses were largely attended, and Professor Marshall will repeat them in the Harvard Summer School of 1910.

On the evening of August 17 Professor Marshall gave an organ recital in Appleton Chapel for the students of the Summer School.

Mr. Samuel W. Cole will give the course in School Music during the coming winter, the course having been extended to two hours per week throughout the entire year, instead of one semester as formerly.

Several students who have taken this course in past years have been engaged as teachers and supervisors of music.

Mr. Marshall B. Evans, '96, who for some years has been a member of the Faculty of the University of Wisconsin, was promoted last spring from an assistant professorship to an associate professorship in the Department of German of that institution.

Professor Lyman C. Newell's "Inorganic Chemistry for Colleges," which was reviewed in the July number of BOSTONIA, has met with immediate favor. Among the representative institutions which have already adopted it are Wellesley, Syracuse, New Hampshire College, Colby, Simmons, Stevens Institute, Lowell Textile School, Fordham, Acadia, and University of Georgia.

A series of concerts similar to those given under the auspices of the Department of Music during the past three years will be given this year. Four concerts will be given, the first in December. The exact dates and artists will be announced later.

Mr. George F. Strong has been appointed Assistant Librarian in the College of Liberal Arts. Mr. Strong is a graduate of Wesleyan University in the class of '03. He received a thorough professional training in the New York State Library School at Albany, and has had practical experience for several years as assistant in the Library of Wesleyan University and as librarian of the University of North Dakota.

Professor B. P. Bowne contributed to the September *Methodist Review* an article entitled "Morals and Life."

Professor James Geddes, Jr., was one of the speakers at the celebration of the unity of Italy, on the twentieth of September. The service was held at the Baptist Tabernacle in Bowdoin Square, Boston.

Professor N. A. Kent visited Clark University at the time of the celebration of the twentieth year of its history, attended some of the conferences of the physicists, and witnessed the conferring of the degrees, on Friday, September 10.

Professor James Geddes, Jr., contributed to *The Pathfinder* of June-July, published by the University Press of Sewanee, Tenn., an article entitled, "The Growing Appreciation of Dante in America."

The Boston *Woman's Journal* of Saturday, September 18, gives in full the address which Professor B. P. Bowne delivered at the funeral service for Mr. Henry B. Blackwell, on Saturday, September 11. Professor Bowne was in charge of the services.

The revised list of schools approved by the New England College Entrance Certificate Board has recently appeared. By the arrangements now in force no certificate from a school not approved by this Board is valid for admission at any coöperating college unless the school lies outside the jurisdiction of the Board.

The new Freshman class numbers at present one hundred and twenty. This is exactly the size of the preceding class at the corresponding date. These two classes are the largest in the history of the College of Liberal Arts.

The Department of Physics has introduced two new courses for the present year:

(1) A Third-year Course Dealing with Problems in Spectroscopy, the Ionic Theory, and Radio-Activity.

(2) A Course in the Practical Applications of Physical Principles.

The Prince School of Boston held its graduation exercises in Jacob Sleeper Hall on Friday morning, June 25.

The Boston *Post* of Tuesday, September 7, announces that the Rev. Dr. Luther Freeman, '89, has been elected president of Morningside College at Sioux City, Io.

The Boston *Herald* of Friday, September 10, reports the appointment of Miss Ellen B. Esau, '95, to a position in the Mechanic Arts School, Boston. Miss Esau had been for a number of years a teacher in the Malden High School.

Mr. Guy Richardson, '97, was married, in Everett, Mass., on Wednesday, June 16, to Miss Nina Louise Jaynes.

Miss Grace Ethel Ward, '97, was married on Thursday, June 24, to Mr. Kent Godfrey Lofberg, in Lynn, Mass.

The September *Century* contained a poem entitled "The Crisis," by Mr. W. E. Leonard, '98. The poem was reprinted in the Boston *Transcript* of Saturday, August 28.

Mr. Chester E. Taylor, '08, was married on Thursday, June 24, at Plymouth, Mass., to Miss Anna Elizabeth Burbank.

Mr. Oswald H. Blackwood, of the graduating class, has been appointed Professor of Physics in Reid College, Lucknow, India. This college, founded in 1875, has about two hundred students and a Faculty of twelve instructors. The students are mostly of the Indian race, although the English residents of Lucknow and vicinity frequently send their children to this college. The Boston *Herald* of Tuesday, May 11, contains a portrait of Mr. Blackwood, and a sketch of his college career.

The publishers of *The University Beacon* showed commendable enterprise in issuing, on the first day of the college year, the initial number of the new volume. The business manager has secured an unusually large number of advertisements. For years *The Beacon* has had only a very limited circulation among the graduates of the college. It is to be hoped that the publication of BOSTONIA has not interfered with the prosperity of *The Beacon*. The two publications cultivate entirely distinct fields. BOSTONIA confines itself almost entirely to matters of interest to the graduates. *The Beacon* aims especially to reflect the various activities of undergraduate life. Those graduates of the college who regularly read *The Beacon* find their interest in Alma Mater sensibly quickened and sustained.

Miss Augusta M. Farnum, '07, was married on Thursday, October 7, in Malden, Mass., to Mr. Myron Henry Clark, Tech. '03. Mr. and Mrs. Clark will reside in Malden after their return from Bermuda.

Miss Georgia E. Thompson, '09, was married on Wednesday, October 6, in Dover, Mass., to Mr. George D. Hanchett. Mr. and Mrs. Hanchett will reside in South Natick, Mass.

Mr. William Ellery Leonard, '98, was married to Miss Charlotte Freeman on Wednesday, June 23, at Madison, Wis.

Miss Bessie Little Newhall, '99, was married on Saturday, August 7, in Lynn, Mass., to Dr. Guy Edward Sanger. Dr. and Mrs. Sanger are residing at 707 Massachusetts Ave., Arlington, Mass.

Mr. George F. Turner, '03, has been elected principal of the East Bridgewater High School. At the time of his election to East Bridgewater Mr. Turner was principal at Tupelo.

Miss Mildred Ashton Wright, '07, was married to Mr. Roy F. Bradford on Monday, June 28, at Whitman, Mass. Mr. and Mrs. Bradford are residing at 20 Whidden Avenue, Whitman.

SCHOOL OF THEOLOGY.

Professor Barker has been and is busy on the proposition to secure \$400,000 for the University by next Commencement-Day. Already more than \$125,000 is pledged. This scheme to help the University meet its annual expenses must not fail. Every friend of the institution should help to make it a success.

Professor Sheldon has added another to his list of excellent books. It is entitled "Sacerdotalism in the Nineteenth Century." This follows naturally his "Unbelief in the Nineteenth Century." In this new book Professor Sheldon deals many effective blows against the ideals of authority as represented in all of the historic churches,—the Anglican included,—but he devotes himself chiefly to Papal absolutism and the Roman sacramental system.

Dr. Warren's book on "The Earliest Cosmologies" is receiving wide commendation for its presentation of the world-view of the earliest races that lies behind even the biblical cosmology. It has just been arranged for Dr. Warren to have a class of graduate students in this most fascinating study. The class will meet at 4.20 P.M. on Thursday of each week. This is in addition to the work that Dr. Warren is doing in "Religion and the Religions."

President Francis J. McConnell, '97, now at the head of DePauw University, has given the church a masterly book on Bishop Andrews. It is not a biography, but a study of his life and work, setting forth the varied duties of a bishop, and the polity of the Methodist Episcopal Church. It is written in a delightful style, and gives one a vivid picture of this Bishop among bishops.

A recent letter from Bishop J. W. Bashford, '76, read at a Faculty meeting, shows that he is gripping the problems of the far East with a statesman's mind, and is helping in their solution.

During last year Dr. W. W. Guth, '01, was inaugurated president of the University of the Pacific. More recently Dr. Luther Freeman, '89, has been elected president of Morningside College, as the successor of Bishop Lewis.

The Opening-day address was delivered by Professor George Croft Cell. He took for his theme "A Recent Find in Church History." After referring to the fact that the Reformation had been influenced largely by Paul's writings, he voiced the common surprise that among Luther's writings only a brief commentary on Galatians and a short preface to Romans had been known. The "Recent Find" is a complete manuscript of a commentary on Romans, by Luther. He told the story of its finding, first in the Vatican, and later in Berlin, by Professor Johann Ficker, and of the high interest it has awakened in Germany. It gives a new light on Luther in that interesting period of his life before he nailed the theses to the church door; and upon his emphasis on the value of experience in interpreting the Word, and valuing Christianity. This is of especial interest now, when the Christian world is coming to a higher sense of the value of experience in Christian evidences.

The enrolment on Matriculation-Day was 201, as compared with 199 last year. The total enrolment last year was 217, and this year promises to equal or go beyond that of the preceding year.

The Matriculation-Day address was given by the Rev. H. Frank Rall, Ph.D., pastor of the First Church, Baltimore, Md., on the subject, "Theology and the Historical Method." It was heard with unusual interest by a large audience, and is regarded as one of the very ablest addresses we have had on these occasions. Dr. Rall's treatment of his theme disclosed thorough grasp of the present situation in theology, full appreciation of the excellencies of the historical method, as well as the defects of the religio-historical school of thinkers, and rare insight into the theoretical and practical implications of the same — especially its practical bearings on the work of the pastor. It was a scorching analysis of this new tendency of thought, now so aggressive in Germany, ably led by Troeltsch of Heidelberg, and distantly echoed by Foster of Chicago. A fuller account of the address will be given in the next issue of BOSTONIA.

SCHOOL OF LAW.

The Law School opened on Thursday, September 30, with increased registration over the previous year. The first-year class at the opening was twenty-six per cent larger than the entering class of last year. There was a noticeable increase in the number of students who have been from one to three years in college, and the percentage of college graduates was normal.

The formal opening exercises of the school were held in the Lecture Hall at 11.15 A.M., Monday, October 4. President Huntington addressed the students briefly in words of welcome, and presented to the students his idea of the qualities necessary in

a lawyer. He dwelt especially upon the necessity of high character and good scholarship in the making of the successful practitioner.

Dean Bigelow dealt with the question of increasing numbers, and discussed at some length the rivalry between business and law as illustrated in the choice of professions by college graduates and others beginning their life-work. He outlined the work of the Law School and the future plans for the increasing practicability of the work. He laid especial emphasis upon the necessity of turning out students who are fitted, not only in theory, but in actual practical knowledge, for the duties of the profession.

Professor Simpson, who was in June raised from the rank of assistant professor to that of professor, concluded the speaking by calling upon the student body for their continued loyalty. He discussed the steady growth of the school during a period in which most law schools have fallen away heavily in point of numbers, and showed what the school hoped to accomplish by increasing the standard of admission and the intensity of the work as the student advanced from class to class.

A course of lectures upon "The Railroad Situation" will be delivered by Mr. Henry S. Haines during the month of October. Mr. Haines's lectures will be divided into four parts, as follows: (I) "The Regulation of Railroad Rates on Interstate Commerce;" (II) "The Characteristic Qualities of Unjust Discrimination in Rates;" (III) "The Causes of Unjust Discrimination and the Results of Legislative Remedies;" (IV) "National Rate Regulation."

Mr. Haines is well qualified to deliver such lectures, as he was formerly manager of the Plant System of Railroad and Steamship Lines; ex-president of the American Railway Association; is the author of "Restrictive Railway Legislation," "Railway Corporations as Public Servants," and "American Railway Management."

This course is open to all members of the third-year class and to those taking the work for the Master's degree.

A new course of the lectures on "The Introduction to the Study of the Law" is this year being given by Dean Bigelow to members of the first-year class. The course is designed to show to the student beginning the study of law the very great advantages arising from careful and sustained work, and to show that concentration in thought and attention will best fit the student for the study of law. The course will consist of one lecture each week, and in addition a series of Socratics. The course will continue throughout the greater part of the present school year.

SCHOOL OF MEDICINE.

Dr. David W. Wells has brought out in pamphlet form, reprinted from *The New England Medical Gazette*, the address which he delivered as president of the alumni of the School of Medicine at the alumni banquet last June. The subject of the address was "Postgraduate Instruction in Medicine."

The Sophomore course in Elementary Materia Medica has been taken by Dr. J. Walter Schirmer, of Needham (B. U. S. M., 1908), Dr. Mary A. Leavitt having resigned to take up special work in the Massachusetts Homœopathic Hospital.

The opening exercises for the 1909-10 session of the School of Medicine took place on Thursday morning, October 7, at 10 o'clock, in the school amphitheatre. Dean Sutherland addressed the students on "Our Higher Duties." There were also shorter addresses by the Registrar, Dr. Frank C. Richardson, and Drs. Edward P. Colby and Walter Wesselhoft, the two last named representing the original Faculty of the school. The opening prayer was made by Rev. A. A. Berle, of Shawmut Congregational Church.

Following these exercises registration began, and classes opened promptly.

Dr. Hovey L. Shepherd having removed to California for the benefit of his little son's health, the course in *Materia Medica* formerly given by him to the two upper classes has been taken by Dr. George H. Talbot, of Newtonville, a graduate of the school in the class of '82.

Dr. Solomon C. Fuller, pathologist at Westboro Insane Hospital — which is showing such a splendid record in the number of its cures — is to give the Senior class a course in Anatomy and Histology of the Nervous System, beginning on October 19 and continuing through the year.

Dr. Horace Packard, Professor of Surgery, is slowly recovering from a severe illness which kept him in the hospital for several weeks. His lecture hour on Friday will be taken by Associate Professor J. Emmons Briggs during Dr. Packard's convalescence.

Dr. Charles H. Thomas, of Cambridge, has resumed his course in Clinical Medicine, to be given to the Seniors in the hospital wards.

Dean John P. Sutherland spent the month of July in camp in California, at the head of Yosemite Valley, and later in the summer several weeks at his summer home in Marlow, N. H.

Dr. Clarence Crane, Lecturer on Minor Surgery, spent the summer with his family at his old home in Portland, Ore.

By the coöperation of the College of Liberal Arts and the School of Medicine, a combined College and Medical course of six years has been arranged. In this course a student will find it possible to obtain the academic degree of Bachelor of Science and the professional degree of Doctor of Medicine by six years' work in Boston University. The incalculable advantages of such a combination course must commend themselves alike to medical students who realize the value of an academic degree to the physician, and to candidates for an academic degree who contemplate a medical career and hesitate before the length of time demanded by its preparatory work. The first two years of this course are spent in the College of Liberal Arts, pursuing a curriculum especially designed to meet the requirements of the course; the remaining four years are spent in the Medical School. At the end of the second year in the Medical School, during which time the fundamental medical sciences have formed the chief studies, students may come up for the degree Sc.B. Two years more of study, completing the medical curriculum, will fulfil the four-year requirement for the degree M.D.

Recent Books

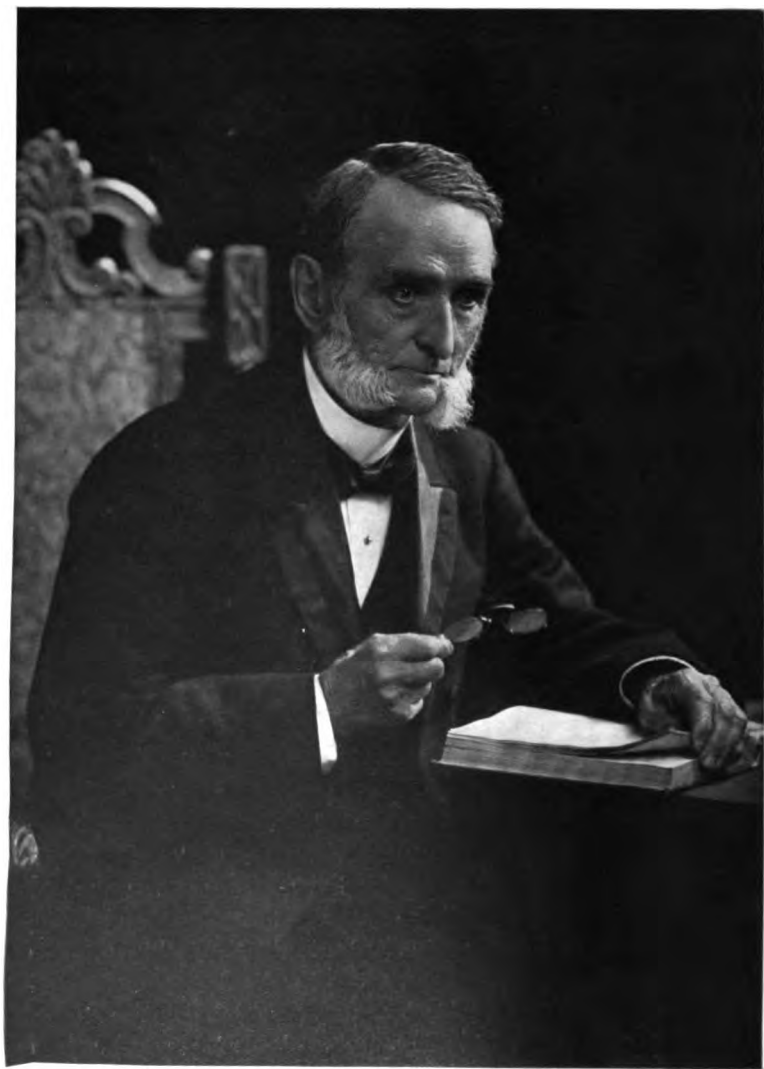
Dean William F. Warren has just brought out an important new book entitled **The Earliest Cosmologies**. The work treats of the pre-Copernican conceptions of the universe as they are set forth in the most ancient literatures. The most important chapter of the book is that which treats of the "Babylonian Universe." In this chapter a new interpretation of this universe is proposed. This interpretation is so radically different from any of those hitherto current that if accepted it will reduce the older theories to a merely historical interest. This new interpretation of Dr. Warren was first brought forward in the *Journal of the American Oriental Society* in 1901. Dr. C. H. W. Johns, of Cambridge University, England, an authority in Assyriology, has carefully read the MS. of this new work, and has written to the author that he fully accepts the new interpretation. (Eaton & Mains, New York. Price, \$1.50, net.)

Horace's Satires. Edited by Professor Edward P. Morris, of Yale College. The distinguishing feature of this work is the stress which is laid upon the thought of Horace. Questions of grammar and meter are made subordinate. The space thus gained in the notes is devoted in part to full introductions in which an attempt is made to guide the student through the intricacies of the thought. In a work presenting so vast a field for annotation as the Satires of Horace, no two editors will agree on a selection of topics, but critics will at least agree that Professor Morris has brought out a thoroughly sane and readable work. (American Book Company, New York. Price, \$1.00.)

Work on the new **Hudson Shakespeare**, of which Professor E. Charlton Black is editor-in-chief, is steadily progressing. The following volumes of the school edition have already been published: "As You Like It;" "The Merchant of Venice;" "Henry the Fifth;" "Macbeth;" "Julius Caesar;" "The Tempest;" "Hamlet;" "A Midsummer Night's Dream." The following volumes are in the press: "Twelfth Night;" "King Lear;" "Much Ado about Nothing." The remainder of the plays will be completed at an early date in the following order: "Richard II;" "Richard III;" "Othello;" "Cymbeline;" "Henry IV," Part I; "Henry IV," Part II; "Coriolanus;" "King John;" "The Winter's Tale." A critical and library edition is being prepared at the same time, and will be sold in sets when the plays are completed.

Professor J. P. Marshall has brought out a new edition of his **Syllabus of the History of Music**. This syllabus will be used during the coming winter at Harvard University, Brown University, the University of Minnesota, Belmont College, and Boston University. (C. W. Homeyer and Co., Boston.)

Descriptive Chemistry. By Lyman C. Newell, Ph.D. Revised Edition. The new edition of Professor Newell's **Descriptive Chemistry** brings the text up to date and contains several new topics, such as radium, hydrolysis, and vapor pressure. The continued demand for this book is the best evidence of its teachableness. (D. C. Heath and Company.)



DR. DAVID K. PEARSONS

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DR. DAVID K. PEARSONS: A SKETCH.

THE remarkable life and influence of Dr. David K. Pearsons, the multi-millionaire of Hinsdale, Ill., whose portrait is found in this issue of BOSTONIA, deserve more than a passing notice. His clear and definite purpose to work for the promotion of Christian education has been truly wonderful. His career has been a succession of great achievements.

Dr. Pearsons was born in Bradford, Vt., April 14, 1820. His parents were sturdy, industrious, and of limited means. They were faithful members of the Methodist Episcopal Church. He was taught at home, both by precept and example, the fundamental principles of the Christian religion. Through the influence of his devout parents he was led in early life to dedicate himself to God and to the service of humanity. His early surroundings were such as to develop devotion, self-reliance, and a thirst for education. He passed through the common schools of his native village and prepared himself for college at the academy at Newberry, Vt. From the academy he went to college and fitted himself for the practice of medicine. During these years of training he was obliged to work and endure many hardships to earn money enough to complete his education. For a time he taught school at Lynn and Worcester, Mass. He began the practice of medicine in a small village in Vermont, and afterwards at Chicopee, Mass. It was here that he met Miss Chapin, who became his beloved wife, and

who helped to cheer, guide, and encourage him in his subsequent career. She was a woman of rare intelligence, insight, and tact. It was her influence more than that of any one person that contributed in such a large measure to his success.

After a few years spent in the practice of medicine in Chicopee his good wife, who had discovered that her husband was a born financier, influenced him to give up the practice of medicine and enter upon a business career. Accordingly, Dr. and Mrs. Pearsons moved to Janesville, Wis., with the deliberate intention of making money in order that they might give it away to benevolent causes. After a brief stay in Janesville, they moved to Chicago with their only capital, which was about \$5,000. From this time forward Dr. Pearsons's success in accumulating money through dealing in real estate was remarkable. By personal solicitations he sold more than one million acres of land on a 5% commission for the Illinois Central Railroad and Solomon Sturgis and others. Within ten years after reaching Chicago he had accumulated a large fortune in cash and also blocks of stocks in the Chicago street railways and in banks. Throughout his business career he enjoyed a reputation for foresight, honesty, and indefatigable industry.

In 1890, after gathering a fortune of several millions, Dr. Pearsons gave up business and joined with his wife in carrying out their real life-work of properly investing in character the fortune they had accumulated. They decided that while their minds were clear and their judgments good they would administer their own benefactions and experience something of the joy of seeing the results of their own wise plans. They did not propose to defer giving until death should wrench their wealth from their hands. Mr. Gladstone truthfully said, "What is wrested from me by the grip of death I can in no sense be said to give." There are frequent examples of men of wealth who have expressed a purpose of doing generous acts before they died, but who have ended life without doing anything truly noble. Dr. and Mrs. Pearsons adopted a safe rule of carrying out their own purposes in person, and seeing the good accomplished. Dr. Pearsons says he has experienced far greater joy in distributing his wealth than he did in gathering it.

After Dr. and Mrs. Pearsons decided to distribute their fortune, the next step was to determine where and how best to dispense it. "Nobody," says Goethe, "should be rich but those who understand it." It requires both knowledge and a right spirit fitly to use wealth. It is not merely a question of doing good, but whether the highest good will come through certain uses of money. The majority of people of means leave their giving

to chance or to some blind impulse rather than follow certain guiding principles. Dr. and Mrs. Pearsons devoted their best thought and their unusual business acumen to placing their fortune where it would do the greatest good for humanity. They decided to assist various educational institutions in the Middle West and South in which the religious influence is predominant. Dr. Pearsons believes, to quote his own words, that:

"The light of liberty, religion, and education are kindred fires, kindled at the same celestial altar, nurtured by the same ethereal aliment; together they were born, and together they must expire. The sacrilegious hand that would extinguish the one must quench the more than Promethean heat of the other. Our fathers caught these blended lights from the skies. Long did they watch their rising, their widening, their brightening. Long may it be our happy lot to walk in the beams of their effulgence, till the night of time shall settle upon the world, and the lights of liberty and religion and education are lost in the blaze of eternity."

It was this spirit that enabled Dr. and Mrs. Pearsons to cherish their high ideals in life — *to get in order to give*, and then *to give in order to get others to give*, and thus to help bring in the Kingdom. Already forty-eight colleges and academies have been helped by their liberality. Five or six more colleges have been promised aid whenever they fulfil certain conditions. A most conservative estimate shows that Dr. Pearsons's benefactions will aggregate, by the time he reaches his ninetieth birthday, April 14, 1910, at least six or seven millions of dollars. He has exercised the strictest care in placing his contributions. He says that he has spent nearly twenty years in teaching some of the colleges the nature and sacredness of an endowment fund. This truly great man says he has never spent twenty dollars foolishly. He has lived economically and saved carefully in order that he might turn his investments into character. The exuberance of spirits in this man of ninety, and the joy and satisfaction he has in giving away his wealth, are refreshing to behold. He will leave no will and have no executor when he dies, but his example and the influence of his noble benefactions will be more enduring than monuments of brass or marble.

THE COLLEGE WOMAN IN BUSINESS.

Grace A. Turkington, A.M., '00

TO-DAY, as never before, vocational opportunities are the subject of investigation and discussion, and especially as they affect the great body of college women. Probably no phase of this discussion is attracting more attention than the relation of college women to business life. What proportion of the women wage-earners in the business world are college-bred? How does the success of the college woman in this field compare with that of other women? What is the effect of business life on the college woman? These are some of the questions being constantly asked by those interested in the problem of bread-winning for college women. One difficulty in interpreting the signs of the times, so far as college women's careers are concerned, is the fact that the whole race of American women is madly careering along every possible path and by-path. Consuming ambition and daring feats in the bread-and-butter world may at one time have been characteristic only of college women. But to-day the irresistible desire to secure economic independence has drawn into the whirlpool women of every grade of equipment and ability. For this reason college graduates do not stand out conspicuously either in their successes or failures. It is much easier to write of what women in general are accomplishing in any special line of work than to confine one's self to college women.

Contrary to a current opinion, the feminine part of the business world to-day is not dominated by college women. Holders of college diplomas are still overwhelmingly in the minority there, although their numbers are gradually increasing. A surprisingly small percentage of young women from the graduating classes of the various colleges plan to enter upon business careers. Probably something like three percent would cover all the cases of girls who go directly from college to business positions. The reasons for this need not be gone into here, except briefly to remind ourselves that the whole character and trend of the four years of college life in the ordinary classical college of to-day is such as to make the aspects of business life appear distasteful, if not actually repellent, to the college girl. A greater contrast could hardly be drawn than that between the irresponsible, independent life of the college and that of the business world. The average college student is not businesslike in the manner of keeping up her lecture notes, in her attendance on classes, in her preparation for examinations, in keeping expense accounts, or in her relations with her college mates. Perhaps it is well that college life should be free from all the cut-and-dried

consistencies of business; but many a college girl would have been saved years of failure if some warning voice had been raised against the free and easy habits incident to college life. Inaccuracy, irresponsibility, and a lack of adaptability are the most conspicuous failings of college women in business, and for each of these college life is at least partly responsible.

Teaching, secretarial and social-service work, and professional life are the money-getting careers which prove the most alluring. These careers are the ones for which our best college women are eminently fitted, if, in addition to their collegiate training, they have the necessary natural qualifications. But the very habits and qualifications for the lack of which a girl is quickly shipwrecked in business, and which college life seems to fail to cultivate, would add incalculably to one's chances of success in these more collegiate occupations.

But this is a digression, for here we are most concerned with the fact that business careers do not strongly appeal to girls in college, with the result that only a small number from each graduating class turn in this direction. In spite of this fact, however, college women are each year more in evidence in every kind of business. The explanation is simple. Teaching, the great catch-all for American college women, to the surprise of its devotees, often proves to be full of problems difficult to solve. The somewhat inquisitive surveillance of school committee, parents, and principal, added to the arduous task of applying psychology, philosophy, and dry facts to one's pupils in proper quantities and mixtures, often results in disappointment, discouragement, and failure. I believe that college girls are too quick to leave school-teaching. They do not realize that they would have been partial failures the first year in almost anything they undertook. Having failed the first year, through ignorance and other natural causes, they should stoically profit by these experiences, pack their trunks, and try another town; that is, of course, unless there is overwhelming evidence that time and experience cannot eliminate the causes for this initial failure. To rush from disappointment in teaching to the business world is often the result. Perhaps the word "rush" is not well used here, for the chagrin experienced at the first disappointment usually leads the college woman to investigate carefully the next work which she takes up.

The transition from school-teaching or college directly to business is not altogether a simple matter, but when once it has been made the real testing-time comes. College women make their most pronounced successes in independent fields; that is, in little business enterprises which they conduct for themselves. Success or failure depending wholly upon themselves,

all false pride, dislike of necessary manual labor, love of ease and a good time, are not allowed to interfere with the process of business-building. Moreover, the incentive of the independent business woman is so incomparably greater than that of one who works wholly in the interest of an established business that her chances of success are correspondingly greater. The list of college women who are successful independent photographers, hen-raisers, designers and dressmakers, public stenographers, tea-room managers, and the like, is an encouragingly long one. The proportion of successes in dependent positions is not so great. For every conspicuous success in a dependent position there are two in independent enterprises.

It is unfortunate, but true, that it is more difficult for a college girl to succeed in business than for one with less education. All applaud the girl who, by dint of hard, grinding work, equipped only with a high-school training, rises step by step to a remunerative, responsible position. But no such plaudits exist for the college woman. She has had the great boon of a college education, and of course she must succeed — else what a waste of time the four years have been! Fewer allowances and excuses are made for the initial blunders and errors of judgment of the college girl than for those of her fellow workers. The girl who has had no special educational advantages often reaches success because of her narrow training and lack of broad ideas. She has adjusted herself more completely and expeditiously to a routine of petty details than the average college girl possibly could. It is the person who can, day after day, from nine in the morning to five at night, perform a routine duty with precision, accuracy, and enthusiasm that becomes necessary and valuable to a business. This grinding routine, which is as much a part of every business as freedom and irrelevancy are of college life, is the business wheel on which so many young college girls of spirit are ground to listless, plodding workers.

In general, college women are not welcomed by their fellow workers. They meet suspicion and jealousy at every hand from the women, and often from the men, with whom they must come in contact; and it is not altogether easy to understand and combat this attitude. It seems to be occasioned by the prevalence of the idea that college women have a decided feeling of superiority for those who are educationally less fortunate, and are consumingly ambitious. Therefore, instinctively, the college woman's business associates are on the defensive, and resent what they may regard as an intrusion into their little world.

With her wider outlook and research experience the college woman more quickly grasps the essentials of a situation or difficulty than the ordi-

nary business woman, and this keenness of perception is one of her most valuable business assets, but the one which excites the most jealousy on the part of her co-workers. It is intolerable to women who have worked for years in their small corners to have a person with greater educational advantages, but less experience, come breezily into their little provinces and suggest innovations which have never occurred to them. In initiative and ability to solve difficult problems the college woman excels; but in endurance, executive ability, and the performance of routine duties it is usually the girl who has worked up from a four-dollar-a-week position who is signally successful. It takes several years of actual contact with the business world to convince the college woman of the value of a mastery of details and routines.

Unless the college girl has in mind a definite goal in a particular business, the most sensible procedure has been shown to be to equip herself with a thorough stenographic training. "Once a stenographer, always a stenographer," is the doleful cry one often hears from college business women; but an ambitious girl with tact and executive ability will always become something more than a mere stenographer. The highest position which she can attain will doubtless involve some stenographic work, but this will be only a subordinate part of it. The girls who raise this cry are often the ones whom natural abilities have not fitted to become leaders in any kind of careering. They have not the daring and tact to take executive responsibilities. That one knows of conspicuous instances of college girls without stenographic training who have fallen into pleasant business positions should not obscure the fact that one's necessary armor for the mad fight is stenography. Not long ago I asked a business man if he could recommend to a friend a college graduate who was an expert stenographer. "No, I can't; and if I could, I would n't. I'd hire her myself," was his reply. A twenty-five-dollar-a-week position in an important State educational department had recently to be filled with a bright Irish high-school graduate. She outdistanced, by many stenographic paces, all the available college stenographers. Not a week ago a man at the head of an important enterprise said, "I am looking for a stenographer, but have decided to wait until I can get a college woman." Later, to my inquiry as to his success, he replied, "I have a stenographer, but she is not a college graduate. I could n't find one that could do the work." A business editorial position on one of the most exclusive literary monthly magazines was open last winter. In discussing the matter, the managing editor said that while the position required little actual stenographic work, this training was

necessary. The most desirable applicant from the editorial point of view was a college woman, but she had no knowledge of shorthand. "I can't understand," said the managing editor, "why so many college women shy at stenography. It is the only key to open doors here." This position was filled by an all-round woman — stenographer, literary critic, and writer—*who was not a college woman.*

College women often make the unfortunate mistake of expecting their college equipment to make up for stenographic lapses; but this is a vain expectation. It only makes such shortcomings more conspicuous. At the present time, so far as my personal observation goes, most of the top-notch secretarial and stenographic positions are held by women without broad education. But a few years later this will not be true, for in this field college women have an immense advantage at every point. The average high-school graduate's stock of general information, to say nothing of her knowledge of spelling, punctuation, and paragraphing, is so inadequate to the demands of modern business life that she must always yield to the college girl who is stenographically expert. The supremacy of college women in this field, which is only a matter of a few years, will inevitably raise the standard of the "profession," eliminating from it the crowds of grammar-school graduates who, misadvised and misled, have blundered into it as a means of bread-winning. It is to be hoped also that another result of this invasion of college women will be an increased weekly or monthly wage for the stenographer. Conditions should be such as to render ridiculous the remark recently made by the manager of a large business (whose own salary is \$10,000 a year) that he would never start a stenographer at more than eight dollars a week.

The very independence and ideals of college life which are in a way a hindrance to the girl in business are also somewhat of a help. This college spirit, when modified by a little experience, unconsciously adds to her dignity and surrounds her with an atmosphere which is sufficiently at variance with the business world to command a certain amount of consideration. College women will not accept without protest the petty, inconsiderate treatment so often shown towards girls and women in business. But, all too often, if the conditions surrounding her position seem intolerable, the college girl does not quietly bide her time, mastering all the details of the position, until she gains a proficiency which will make it possible to demand a hearing. If more college women would remain in the business positions where they first find themselves until they have mastered thoroughly the intricacies of their work they could rebel with some effect against

unpleasant conditions. When they try their hand at reformation before they have gained vantage-ground the result is always disastrous. The college girl is misunderstood, is rated as incompetent and a trouble-maker. I believe that most of the so-called failures of college women in business have been simple cases of misjudgment and misunderstandings on both sides.

Even at best, business life is so full of the sordid and petty that any woman of refinement of feelings will at times revolt from it. To succeed in it she must often sacrifice ideals to policy. She must cater to the narrowness and pettiness of her superiors and co-workers. She will learn the bitter lesson that merit does not always win (and this is always a great surprise to the college-bred woman); that dishonesty and unscrupulousness, coupled with ability, will often outdistance strict integrity and solid worth. She must learn that to change these conditions is to change human nature itself. She will find that men and women who in their home, church, and social life are delightful persons in business show strange kinks and twists. And here I would mention one of the peculiar effects of certain conditions of business life on college women. Wild alarms at the growing disinclination of college women to marriage are repeatedly sounded, and the magazines abound in explanations of the failure and falling-off in American marriages. Most of the alarmists seem to have overlooked one potent factor. In social life, a man is at his best with the young women from whom he may select his future wife. In business, the man is shorn of all his graces — his stenographer, his bookkeeper, his co-worker, see him as he is. In these days practically all the heads of departments in the different business houses are men, and for a woman to succeed it is imperative that she please her superior and win his recommendation. To do this she must study him as one of the species "man," and also as an individual. She must vivisect him and piece him together again. If she does this accurately — and the clever woman always does — she is almost certain to succeed, provided she will make use of the knowledge gained by the vivisectioning process. She must know her employer as thoroughly as his wife does. She must instinctively know when things have gone wrong at home. She must know the significance of a slam of the door, of a certain facial expression, of a particular tone of voice. She must know the effect upon his disposition of hot weather and of cold — whether fresh air is appreciated or tabooed. She must learn his friends and his enemies, when to break bad news and when to postpone it. If he objects to an assured, assertive manner she must assume diffident, retiring manners. If hustle and slap-dash appeal to him she must

cultivate these. It seems almost incredible that business men do not realize how often they are managed by their women assistants who know their business peculiarities and failings better than they themselves. When once a woman understands the whims and idiosyncrasies of her employer she has cleared the way to success. I know definitely of instances where women have correctly analyzed the men under whom they worked, and have recognized that to succeed a certain method of procedure, which seemed to them belittling, was necessary. Many college women prefer to be rated as failures to succeeding by means of flattery and petty intriguing. The knowledge of men, which even the least discerning of women gain from their business experiences, dispels most, if not all, of the illusions surrounding the men whom they might marry. The girl suspects behind the gallantry and "noble mien" of her lover the sordid commonplaceness and narrowness of her business employer. Doubtless by reason of the presence of women in their business offices men learn much of feminine shortcomings that they would not otherwise know; but because they usually hold the superior positions they do not find it necessary to analyze their assistants or to study to please them. I feel sure that one reason why more college business women do not marry is often simply because of the disillusioning process just described. It is not always because they have an ardent desire for independence or a fear of a small income, as so many contend. It is not a simple matter to find men who can pass well the tests which the business woman has learned to apply to them.

The college woman has not yet made for herself a definite place in the business world. She is not yet indispensable to it; but this is because she has not chosen to make herself so. It lies within her reach to become a powerful factor in the operation of every kind of business enterprise where special technical training is not required. Evidently the reconnoitering is to be done in the capacity of stenographers; but when these have established a reputation for the business ability of college women the gates will be opened wide.

Rev. Daniel Dorchester, Ph.D. '91, of Pittsburg, Penn., who from 1883 to 1895 was Professor of English Literature in the College of Liberal Arts of Boston University, represented Boston University as its delegate at the installation of Rev. William W. Foster as president of Beaver College, Beaver, Penn., on Tuesday, November 16.



BISHOP DANIEL AYRES GOODSSELL, S.T.D., LL.D.

BISHOP DANIEL AYRES GOODSSELL, S.T.D., LL.D.

AGAIN it is the sad duty of the editors of BOSTONIA to record the death of an honored member of the Corporation.

Bishop Daniel Ayres Goodsell died in New York City on Sunday, December 5. The funeral services were held at Madison Avenue Church on Tuesday afternoon, December 7. A memorial service was held at St. Mark's Methodist Episcopal Church in Brookline on Sunday, December 12. Ex-President W. F. Warren delivered an impressive tribute, which was published in full in *Zion's Herald* of Wednesday, December 22. From the address we extract the following paragraph:

"To our Boston he came, enriched by all these earlier experiences, and by him we were enriched in turn. On the platform, in the pulpit, in lectures in the School of Theology, in baccalaureate discourse, in our homes, in his own — everywhere he freely opened to us the gathered treasures of his ripened mind and heart. Everywhere, in all modesty and self-forgetfulness, he helped us to share his wise and bright and fruitful vision of the progress and the prophecy of the world-wide kingdom of our Christ. How we have missed him already! How we shall miss him in the days to come!"

Addresses were also given by Rev. Dillon Bronson, S.T.D., and Rev. L. H. Bugbee, D.D. Dr. Bronson spoke with great feeling of Bishop Goodsell's connection with St. Mark's Church as a parishioner. From Dr. Bugbee's address we quote, from *Zion's Herald*, the following words:

"Bishop Goodsell wrote and spoke as he lived, with a stately harmony of language, a crystal clearness of meaning, a catholicity of interests, and a richness of diction which made it always a joy to listen or to read. 'Nature and Character at Granite Bay' is evidence enough of the wealth of sympathy with which he moved about the crowded world. Surely no half-acre of sea-girt land ever yielded to any man a richer harvest of interest and information. His intense delight in 'nature's gentle doings' was like that of a child let loose among the woods and meadows. Everything gave him pleasure, so that to see the day break, or to hear the birds sing, or to find a new shell on the shore, filled him with surprising pleasure. His was a great heart pulsing with the love of nature and of man."

Bishop Goodsell will be sorely missed, both as a member of the Corporation and as a great-hearted, lovable man. As resident bishop of Boston he endeared himself to all who came into contact with him. As a Trustee of the University he did much through the high position which he occupied and his unflagging interest in the University to make the institution better known in the community which it serves.

ROMAN STUDENT DAYS.

Professor Alexander Hamilton Rice.

IT is doubtful whether American college students who are looking forward to a teaching career in history or in classics have even a faint idea of the many advantages which Rome offers as a place for study. That European study is simply indispensable, not only for the teacher of modern languages, but for him as well whose interest is in the study of history or of the classics, we have come to realize. That Rome, however, can and does offer far more of inspiration and of facilities for profitable study than even Berlin or Leipzig to the student of history or of classical languages, literature, and archæology is not generally recognized — so potent still is the fetich of the German university. For the final and authoritative word on many a problem in classical literature and history one must still go to Germany, it is true; but even here the Italian and the French scholars are coming to their own, as the literature of the modern French and Italian scholarship has often triumphantly proven.

Moreover, the study of the classics and of history in twentieth-century America must needs be first of all *human*, in the truest sense of the word. The teacher who would inform his teaching of the language or history of Rome with an insight into the Roman mind and character and a knowledge of the life of ancient Rome and its problems must have studied with his own eyes the eloquent remains of Forum and Palatine, must have spent many an hour in the streets and houses of Pompeii, and have walked many a mile over the countryside of Latium. Exact knowledge of the form and syntax of the Latin he must surely have; but no less a first-hand knowledge, not only of the literature, but also of the land and the life of Italy — the land of such a wonderful history.

The student, too, of continental history — ancient, mediæval, or modern — where else can he better study the stream of European history than at its very source? where else so well grasp the essential unity and the significance of human history as in the city which was for centuries the centre of the thought and the hope of humanity; as in Rome, herself the very central fact of history?

Nor does disillusion await the traveller when he finally sees the wonderful dome of Michelangelo rising in the distance and realizes that at last Rome is before him. Not like Athens, with the mournful ruins of its Acropolis in the midst of a modern town, is this Eternal City: every street and square has for the seeing eye something of the varied centuries of the

past; her very walls, as well as the ruins and palaces within them, are an epitome of the history of man from Romulus to the *terza Roma*. From the time when — just before reaching the city — you see from the window of the railway-carriage the ancient arches of the aqueducts, and then, in the very train-yard, catch a glimpse of the Servian Wall, to the supreme moment when, standing beneath the vast dome of San Pietro — the very centre, for ages, of Christendom — you look down upon the tomb of the apostle, the spell of Rome — of the soul of the world, as Shelley so well called her — is upon you.

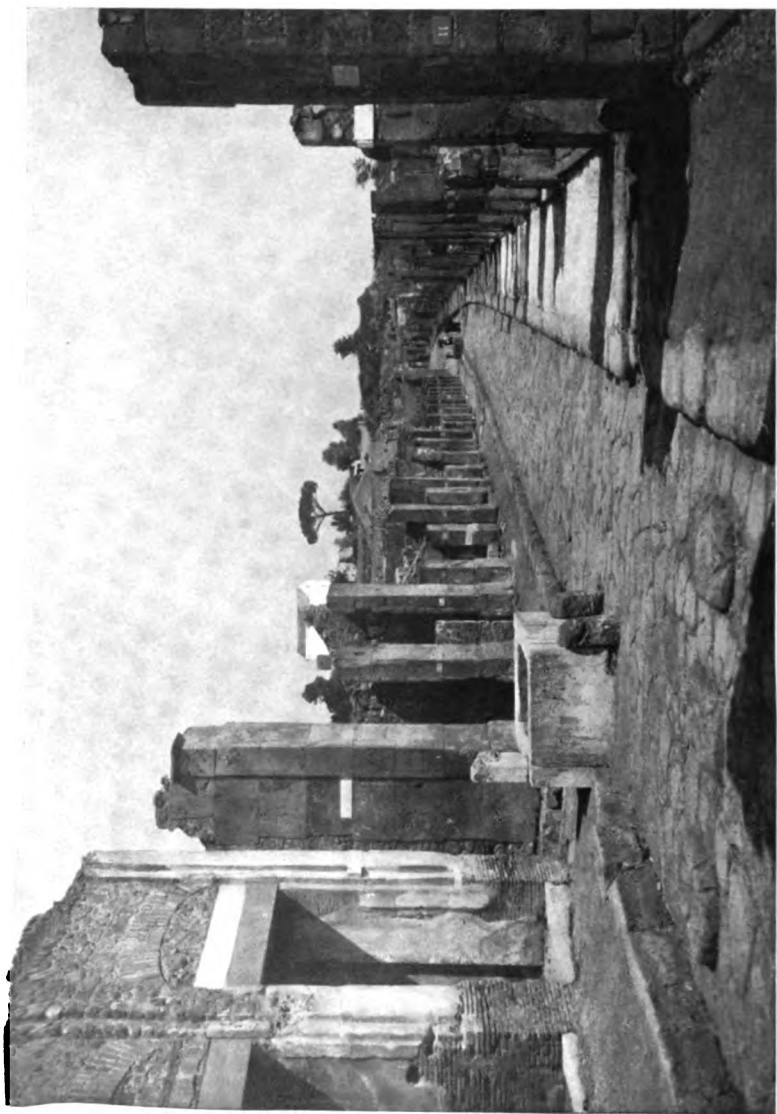
Stand on the Pincio, in the beautiful park where all Rome promenades on fine afternoons, and look across — unforgettable view! — to San Pietro in the distance. On this spot, in Cicero's day, was the Collis Hortorum, a series of beautiful gardens and villas, and just behind were the famous gardens of Sallust. Here, during that terrible Gothic Invasion of the sixth century, stood Belisarius, vainly attempting to withstand the "Long Siege" which brought an end to the Rome that Cicero knew and made the Rome of the Middle Ages. But a short distance behind, under the very spot where Belisarius and his soldiers encamped, is the famous breach in Aurelian's wall where, in 1870, the troops of United Italy made their way and ended Mediæval Rome of the Papacy. Ascend the slope of the Capitoline. Here, at the foot of the steps to Aracoeli, fell Cola di Rienzo, that visionary yet half-inspired Tribune of Mediæval Rome. Above, on the site of ancient Rome's Temple of Juno, towers the Church of Aracoeli, — one of the most ancient of Rome's many hundred churches, — where Gibbon, meditating on the vicissitudes of this wonderful city, was moved to conceive his immortal work. A few steps further — through the square planned by Michelangelo himself, past the Palazzo del Senatore, where, in 1341, Petrarch was crowned poet — and one looks out over the Roman Forum, for centuries the very centre of civilization. Yonder lies the site of the Rostra from which Cicero and Cæsar addressed the people; and, just beyond, the ruins of the temple erected where the people burned great Cæsar's body in state. Beyond the walls of the stately House of the Vestals lies the Palatine, — now a maze of crumbling corridors and halls, — in Cicero's day the fashionable quarter of the world's capital, and later the home of emperors. Through the Forum's centre winds the Sacra Via, the promenade made famous by Horace, Ovid, and Martial. Nearer may be seen the excavations around the grave of Romulus and the Lapis Niger, — memorials of kingly Rome, — around which the genius of Boni and other Italians is laying bare the

remains of an age so prehistoric that neither Cicero nor Varro could have known of it. And at the left, and almost underfoot, is the grim Tullianum — memorable prison of Jugurtha and the Catilinarians — hallowed, according to a cherished tradition of the Church, by the captivity of St. Peter and St. Paul.

Surely nowhere else in the world is the imagination so quickened and the soul so stirred by the vicissitudes of man's history as in this city of the Cæsars and the Church. The sacred soil of Jerusalem has given to man the religion of humanity; to Athens we owe a priceless heritage, — the very flower of European genius, in art, in letters, in thought; but it was by and through great Rome that these have come to us. Eternal she has been, — save only for the memorable forty days of 547, — ever ruling over the minds and the hearts of men; the city of whom the prophecy of the poet has so far been gloriously fulfilled: "*Imperium sine fine dedi.*"

To walk the streets and visit but a part of the many hundreds of historic sites in such a city is truly an education of the mind and heart; to spend a year or more amid such surroundings is to provide one's self with a lifetime of precious memories. To the classical teacher in particular, a season of study spent in Rome, with excursions into the beautiful and historic towns of the Roman Campagna, will bring more of enjoyment and inspiration — and more of profit as well — than any amount of lectures or study of books elsewhere; for the effective teaching of the language and literature of a people must come from the inspiration which springs from a knowledge of, and an abiding love for, the people and the land which cradled their genius.

Of recent years the facilities for serious study and research in Rome, and for advantageous use of the libraries and museums, have been greatly developed. For American students who wish to fit themselves for higher classical teaching, the American School of Classical Studies, founded by the Archæological Institute of America in 1895, offers a splendid opportunity. The school is situated in one of the pleasantest of the modern quarters of Rome, and occupies the attractive *villino* which belonged formerly to Bonghi, the well-known Italian historian. It has an excellent library, which is in fact often used by Italian and German scholars because of its completeness. Under the present Director, Professor Carter, formerly of Princeton, is a Faculty consisting of a Professor of Latin — sent on annual appointment from one of the larger American universities or colleges — and of various other lecturers, American and European, on such subjects as art, architecture, archæology, epigraphy, topography, and history. The great museums and libraries of Rome are open to the students, as are the



A STREET IN POMPEII

lectures at the German Archæological Institute and those at the University of Rome by such Italian scholars as Lanciani, Pais, and Ceci. How inspiring it is to study ancient or mediæval history on the very sites themselves, and how interesting to study works of art and as well inscriptions from the originals and not from copies or from books, may well be understood; the intense fascination of the study of archæology — of reconstructing the buildings and the very life of an ancient civilization from its monuments and other remains — can fully be realized only by experience.

Nor is study in the Roman School confined to Rome. During the mid-winter season the greater part of the work is in lectures and practical exercises in the field and in the museums. The Forum, the Palatine, and the antiquities in different parts of the city are studied in repeated visits and lectures, as are the matchless collections in the art galleries of the Vatican, the Terme, and the Capitoline Museums. In the fall and spring, however, excursions to different parts of the Campagna are conducted; and these are most illuminating to the intending teacher of classical history or literature — not alone because the Roman Campagna in full of sites and scenes of surpassing beauty, though here lies much of inspiration. Who that has visited the lovely Alban country and viewed the Campagna and Rome from Monte Cavo, or spent a day at Tivoli, Praeneste, or Ostia, or tramped through the Sabine country to the site of Horace's farm, and beyond to Subiaco — the very gem of Sabine mountain towns — can ever forget the experience? Yet aside from the mysterious charm of the Campagna, and the beauty of its scenery, there is to be found in the modern life of these Italian hill-towns a remarkable parallelism to the life of ancient Latium. Many a line in Latin literature gives its full meaning when explained by the custom still followed in the life of one of these picturesque hill-towns. Nowhere else, outside of Pompeii, can such a clear idea of the people and the life of early Rome be obtained as in the still primitive dwellings and customs of the Sabines and Volscians of to-day.

Yet Pompeii is in many ways the crowning experience — when several days are spent in exploring the streets and houses of this ancient town so uniquely preserved for us through the ages. Overwhelmed in the first century, and for many centuries buried and forgotten, its excavations to-day illuminate the pages of classical literature and picture with remarkable vividness the every-day life of a most significant civilization. The shops, the baths, the temples, the houses with their statuary and paintings, and with much, too, of their furniture, even the scratched and painted writings and advertisements on the walls, are preserved for us, and tell us with

remarkable clearness what the life of a Roman town in St. Paul's day was like, in all its details. Supplemented by the large collection of Pompeian furniture and household articles in the Naples Museum, Pompeii fills out for us the gaps in the ancient literature and gives us the life of the average man of antiquity. If the student who has walked the streets and studied the ruins and museums of Rome can but add a visit to Pompeii he will have gained at least a goodly portion of the inspiration which awaits the lover of the classics in Italy.



THE BOSTON 1915 EXHIBIT.

FOR six weeks, beginning Nov. 1, 1909, the organization for the improvement of municipal conditions in Boston, known as the 1915 Committee, held an exposition in the old Art Museum in Copley Square. Nearly all the higher educational institutions in Greater Boston were represented, and a committee, consisting of President Huntington, Dean Warren, and Professors Kent, Newell, and Weyse, arranged an exhibit for Boston University. The walls of the space allotted were covered with dark green burlap, which formed a pleasing background for the large pictures of the various buildings of the University, the college shields, and the pictures of the Trustees and of various student organizations. On one table was a large show-case containing books published by professors in the various departments of the University. On another was a case showing numerous lantern-slides used in the scientific courses in the college; these slides were shown as transparencies by means of electric lights within the case. On another table was one of the most attractive exhibits. It consisted of twelve photographs on glass, 12 x 14 inches, of various rooms and laboratories in the College of Liberal Arts; the gymnasium and the interior of the observatories were included among these views. They were mounted in an electrically lighted case, which displayed them to great advantage. Against a side wall stood a case from the Physiological Laboratory of the Medical School; this was a part of the exhibit prepared by Dr. Weyse for the St. Louis Exposition, and the Lewis and Clark Exposition, and received a gold medal at each. Many complimentary comments have been heard from various sources on the excellence of the entire exhibit, which compared most favorably with those of neighboring institutions, and served to bring the University in a very desirable way prominently before the public.

BOSTONIA

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REPRESENTATIVES OF DEPARTMENTS

Professor DALLAS LORE SHARP, College of Liberal Arts

MERRILL BOYD, A.B., LL.B., School of Law

Dean JOHN P. SUTHERLAND, M.D., School of Medicine

Professor JOHN M. BARKER, School of Theology

Address all communications to

THE EDITOR, J. R. TAYLOR, 688 Boylston Street, Boston, Mass.

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AN URGENT NEED.

SUBSCRIPTIONS to the proposed addition to the Endowment Fund are coming in steadily, but at a rate far slower than the ardent well-wishers of the University could desire. At the time of sending this issue of **BOSTONIA** to the press the pledges amount to \$153,000. But six months remain in which to raise the balance of \$247,000 needed to complete the fund. Unless the full amount of \$400,000 is secured before July 1, 1910, the conditional pledges will lapse and the hard labor thus far expended will be largely in vain. We cannot believe that the friends of Boston University will allow this cause to go by default. The needs of the University are so urgent, the opportunities which are opening in many directions are so great, that failure to secure the sum required will seriously check the well-laid plans for the development of the University.

The amount which the University asks is reasonable, and is no more than is required for present needs. In these days of princely giving Boston University may fairly ask the patrons of learning in the Commonwealth of Massachusetts to consider the work which it is quietly and effectively doing in bringing the higher education within the reach of scores and hundreds of ambitious young men and women whose circumstances are such that they find in Boston University opportunities which they would be unable to secure elsewhere.

THE BOSTON 1915 EXHIBIT.

THERE was general agreement among the visitors at the 1915 Exhibit that Boston University was adequately and creditably represented. The pictures of the buildings of the College of Liberal Arts and the professional schools gave an impressive view of the material equipment of the University. The photograph of the main corridor of the building of the College of Liberal Arts was to many who hurriedly pass through this building from day to day a revelation of the graceful dignity of the new home of the college. The cases filled with literary and scientific works written by members of the Faculty showed that men in all departments of the University have made solid contributions to the cause of learning.

Perhaps the most attractive feature of the University Exhibit was the series of illuminated photographs on glass. Many visitors were drawn to the alcoves containing these photographs. Public-school teachers were frequently seen explaining to groups of pupils the objects thus illustrated.

The exhibit thus made by the University cannot fail to leave an impression on the public mind. To the success of this exhibit men of all departments contributed, but a generous portion of the credit should be assigned to Professors Kent, Newell, and Weyssse of the Department of Science of the College of Liberal Arts, who, with President Huntington and Dean W. M. Warren, formed the committee in general charge of the exhibit.

A PROPOSED CO-OPERATION OF COLLEGES.

A SIGNIFICANT evidence of the wider educational outlook of Boston University is the invitation which the University has received from the Boston Chamber of Commerce to participate in a conference to consider the advisability of a co-operation of the higher institutions of learning in Boston and vicinity, with a view to extending the opportunities now offered to teachers and others who wish to pursue studies of college grade in the hope of ultimately acquiring a college degree. If such a system of co-operation is devised it will give Boston University a greatly enlarged opportunity of taking an advanced position in the intellectual life of Greater Boston. The beginning has already been made in the successful establishment of the courses for teachers. The location of the College of Liberal Arts makes it a natural centre for the proposed extension of university opportunities. Boston University is thoroughly alive to the great possibilities of the new movement; it will exert every effort to meet the responsibilities which the proposed co-operation would entail.

THE COURSES FOR TEACHERS.

SEVERAL important additions have been made to the list of courses offered to teachers during the second semester. For the first time a course in Elementary Portuguese is offered. Other important additions are a course in Second-Year Spanish and a course in Dante. During the coming semester twenty-three courses are offered in the following languages and literatures: Anglo-Saxon, English, French, German, Greek, Italian, Latin, Portuguese, Spanish. The Department of Mathematics offers a course in Analytic Geometry and Calculus. The Department of Music will give four courses in various branches of that subject. Three new courses are offered in the Department of Natural Science.

The attendance of teachers at these courses is steadily increasing. During the first semester of the present year the number enrolled in these courses was one hundred and three, as compared with eighty-eight at the corresponding time a year ago.

There are increasing indications that the establishment of these courses will prove to be one of the most significant developments of the recent history of the University. Educators recognize the fact that the central location of the University gives it an invaluable opportunity of forming a vital though unofficial connection with the public-school system of Boston. Already the University has been directly benefited by the establishment of these courses; there are in attendance to-day in the College of Liberal Arts students whose decision to enter Boston University was the result of the advice of their teachers who had taken some of the advanced courses which the institution offers.

IT was a happy inspiration which brought together the Trustees, the Faculty of the College of Liberal Arts, and the graduates of the college at the Midwinter Meeting of the Epsilon Chapter. The occasion was so important and the suggestions which were made were so valuable that we give a synopsis of each of the addresses. There can be no doubt that this large and successful gathering will result in a more united and earnest effort on the part of all who are striving to build up the University.

The University will observe the annual Day of Prayer for Colleges on Thursday, February 10, at 10.30 A.M. The sermon will be delivered by Rev. Dillon Bronson, S.T.D. All graduates and friends of the University are invited to this service.

UNIVERSITY NOTES

THE PRESIDENT'S ANNUAL REPORT.

At the annual meeting of the Board of Trustees on Monday, January 10, President Huntington presented his report for the academic year 1908-1909.

The report begins with an appropriate reference to the two newly elected members of the Board,— Rev. L. J. Birney, S.T.B., and Josiah Benton, Esq.,— and speaks in appreciative terms of Bishop J. W. Hamilton, D.D., LL.D., who was re-elected to membership in the Board at a meeting held Sept. 28, 1908.

A feeling tribute is paid the memory of Dr. Charles W. Rishell, Acting Dean of the School of Theology, who died in September, 1908, and Professor Thomas Bond Lindsay, who died in July, 1909. Acting Dean Rishell's place was filled by Dr. Samuel L. Beiler, whose administration of the school, in addition to his work in the Chair of Homiletics, was carried through the year with marked success. Acting Dean Rishell's professorship, left vacant by his death, was filled by the election of Rev. George C. Cell, Ph.D., a graduate of the School of Theology, and for two years a student in Germany under the privileges of the Jacob Sleeper Fellowship. In regard to the Professorship of Latin, left vacant by Professor Lindsay's death, the report says: "As Assistant Professor Alexander H. Rice was left by Professor Lindsay's death in sole charge of the Latin Department, it was necessary for the administration to act promptly in choosing some one who could be his coadjutor in the Latin courses. Assistant Professor Donald Cameron, Ph.D., of Princeton University, was selected from a large number of candidates."

Reference is made to the sale of the old site of the college on Somerset St. to the Boston Lodge No. 10, of the Benevolent and Protective Order of Elks. The income realized by the sale makes an addition of several thousand dollars to the revenues of the University.

Three specific bequests received during the year are acknowledged. The income of the first, from Dr. John Ordronaux, amounting to \$1,905 after the reduction of the tax, will be devoted to such prizes as the Administrative Board of the Law School may establish. The income of the second, from Dr. David Patten, amounting to \$3,000, will be used for the benefit of Boston University students who are preparing for the ministry. The bequest made by Miss Joslin and announced last year was also received this year, and has been added to the permanent Library Fund established by contributions from graduates of the college some years since. Other benefactions of moderate proportions have helped in the furnishings of the gymnasium and of the young men's assembly-room of the college.

Under the head of "The College Library" the President recommends that the Trustees provide, at reasonable cost, a man of skill and training who can devote his time to this work, and bring order out of chaos. It is also recommended that a Faculty Committee have in charge the entire management of the library and the purchase of books within the money allowance granted by the Trustees.

Regarding the lectures and clinics of the Post-Commencement Week at the Medical School, which have been offered for two consecutive years, the report says that

Dean Sutherland not only announces an increase in the attendance at these clinics last June, but indicates that there is a decided conviction in the governing board of the school that this "Clinical Week" should be maintained as a regular part of the year's programme.

Under the heading "Status of the University" a succinct statement is made concerning the general condition of the College of Liberal Arts and the various professional schools. The large attendance at the College of Liberal Arts renders imperative an additional endowment to meet the increased expenses. The School of Theology is seriously embarrassed by its crowded classes; relief must come either by building a new structure on the Chestnut St. front of the lot now partly occupied by the Hall, or by acquiring other accommodations in the vicinity. The School of Law suffered somewhat in its attendance last year, but no more seriously than might have been expected from the new requirements for admission which became operative. Two of the younger men on the teaching-staff, Mr. George J. Tufts and Mr. James T. Keen, passed away during the year. The Medical School maintains its high standards of instruction; and while, in common with other medical schools of high grade, it does not have a large patronage, owing to several direct causes, nevertheless the faithfulness, the scholarly service, the loyal interest, of the instructors have in no wise been diminished.

The report concludes with a grateful acknowledgment of the noble benefactions of past years and an earnest appeal for still further gifts, that the University may meet its pressing needs.

The *Boston Herald* of Monday, December 6, contains the following tribute to the distinguished ex-President and present Dean of the School of Theology of the University:

"Ex-President Warren of Boston University is one of the spryest and most vigorous men of his years in Boston. His mental activity enables him to continue productive scholarship that attracts the attention of scholars abroad. His latest book has recently had high praise from Professor A. H. Sayce of Oxford University, who wrote to him: 'You seem to me to have proved that the Hebrew conception of the universe was derived from the Babylonian; and that it is also to Babylonia that we must look if we would seek to understand the Homeric conception of it. That the Indo-Iranian and Buddhistic conceptions should have their root in Babylonia is what we should have expected, especially now that we know from the Boghaz Keu tablets that Indian gods were worshipped in Mesopotamia. Your book will remain the standard work on the subject for many a long day.'"

A Conference of University Presidents on University Extension Work was held in Jacob Sleeper Hall on Wednesday, December 22. The invitations were issued by President Huntington of Boston University and President Lowell of Harvard University. The following were present: President Huntington of Boston University; President Lowell of Harvard; President MacLaurin of the Institute of Technology; President Hamilton of Tufts; President Lefavour of Simmons; President Gasson of Boston College; Professor Snedden, State Commissioner of Education; Dean Ropes, the head of the Administration Board at Harvard to superintend Teachers' Courses; Professor Jaggar, who represented the project of the Massachusetts College.

The meeting was called to consider the advisability of a co-operation of the higher

institutions of learning in Boston and vicinity, with a view to extending the opportunities now offered to teachers and others who wish to pursue studies of college grade in the hope of ultimately acquiring a college degree.

Among the numerous addresses which President Huntington has given during the last few weeks are the following: November 2, 1915 Boston Exposition, "How the University Can Help Towards a Finer Boston;" November 3, New England Historic Genealogical Society, "An Old Town in Massachusetts;" November 11, Boston University, Jacob Sleeper Hall, "Greeting to the Christian Associations of Boston University and the Massachusetts Sunday School Association;" November 22, Society of Mayflower Descendants; first week in December, New England Alumni Association of Northwestern University, at the Hotel Vendôme, Boston; January 4, Haverhill, N. H., District Ministerial Conference. He also represented Boston University at the following gatherings: Dartmouth College, inauguration of President Nichols; Newton Theological Institution, inauguration of Professor Cross as Professor of Systematic Theology; Jacob Sleeper Hall, Conference of College Presidents on advisability of co-operation in courses to be offered to teachers; Wesleyan University, induction of Dr. W. A. Shanklin as president. In February he will represent the University at the induction of Dean Sanford of Clark College.

Professor Doremus A. Hayes, S.T.B. '87, now a member of the Faculty of Northwestern University, represented Boston University as its delegate at the inauguration of Dr. Ozora Stearns Davis as president of the Corporation and Professor of Practical Theology in the Chicago Theological Seminary on Thursday, November 11.



The Departments

COLLEGE OF LIBERAL ARTS.

ANNUAL REPORT OF DEAN W. M. WARREN.

The enrolment in the college for the year is shown to be 709, a number greater than that of any previous year. This increase is referred partly to the new location and equipment of the college; partly to the active loyalty of the undergraduates; partly to a quietly growing public interest in the college—an interest nourished not only by efficiency on the part of graduates, but also by semi-public service on the part of officers of instruction.

Reference is made to some slight changes in the requirements for entrance to the college, whereby the requirements are somewhat increased, but, in compensation, they are less rigidly specified.

A paragraph of the report is devoted to a new regulation of the Faculty, providing for a unified control of attendance. Under this plan all absences will be reported daily to a committee, whose records, open to the several instructors, and whose recommendations to the Faculty as a whole will further a steady and consistent dealing with any students of intermittent habits.

The closing portion of the report discusses a weighty topic and an urgent need in the following words: "I wish to express the conviction that while, subject by subject, the instruction afforded our students is of finest quality,—for I believe it takes its character from two essentials of good teaching: a cool expert's mastery of the subject and a warm friend's regard for the student,—nevertheless, this very excellence of instruction, subject by subject, teacher by teacher, makes more serious a deficiency in our student's work as a whole. We have but few courses in which we train the student to view the subject-matter as more than the whole it forms by itself; we have no course in which we help him to unify the several subjects into one view of that wide field in which Algebra and Geometry, Physics, Chemistry and Biology, Language and Literature, Economics, Law, and History, Psychology and Ethics, Metaphysics and Epistemology, are all correlates and complements. We busy our students with parts and pieces that few or none of them assemble after the manner of well-educated men. We have not overspecialized our instruction, yet we leave it almost unorganized.

"How this defect — which any day's inquiry will show to be large and unnoticed — may be effectively supplied; whether by requiring of first-year students a specially designed course, or by shaping each present course for outlook as well as insight, or by devising some other means perhaps better adapted to the end;— this practical question urgently invites consideration of the college Faculty. For five centuries now, liberal education has not been so menaced as to-day. And in truth we all know that men of the market-place are not overstating the worthlessness and waste of an education liberal in name alone. We cannot see too clearly or too soon that the best defense of the liberal education lies in its perfecting."

MIDWINTER REUNION OF THE EPSILON CHAPTER.

The Christmas meeting of the graduates of the College of Liberal Arts, held on Tuesday evening, December 28, will long be remembered as one of the most enjoyable of recent years. The attendance was greatly in excess of that of any previous meeting. The Gamma Delta Room was crowded to the doors. Fully two hundred and forty graduates and invited guests were present at the banquet and the subsequent exercises. A special feature of the meeting was the presence of a number of the Trustees, who had been invited to join the Faculty and the graduates in a discussion of ways and means of advancing the interests of the University.

After a brief, informal gathering in the main corridor the company passed into the Gamma Delta Room, where the banquet was served. The guests at the head table included the following persons: Mrs. James Geddes, Jr., Professor E. C. Black, Rev. L. J. Birney, Mr. and Mrs. W. W. Potter, Mr. Roswell R. Robinson, ex-Governor J. L. Bates, Mr. and Mrs. E. W. Branch, President and Mrs. W. E. Huntington, Bishop and Mrs. J. W. Hamilton, Professor B. P. Bowne, Mr. R. A. Coan, Miss Victoria Freethy, Mr. F. W. Bliss. Bishop J. W. Hamilton made the invocation. Mr. E. W. Branch, '88, served as toastmaster. He proposed as the topic of the evening, "What Can Be Done to Increase the College Spirit of Boston University?" He compressed the theme into the words "B. U. 1915."

The first address was by Rev. L. H. Bugbee, '97, who characterized Boston University as the mother of his intellectual life. He spoke of the University as distinguished for the emphasis which it puts upon the development of personality. He condensed his advice into a suggestion of "an inoculation of institutional loyalty."

The next speaker, Bishop J. W. Hamilton, of the Board of Trustees, spoke warmly in favor of co-education. He said that west of the Hudson River all the great educational institutions admit men and women on equal terms. He declared that the location of Boston University and its name, "Boston" University, are invaluable assets. He stated his conviction that the business men of Boston can be reached by the University by an organized effort on the part of all connected with the institution.

President Huntington, the third speaker, was greeted with cheers. He said that never had there been so many Trustees present at such a gathering. He expressed his conviction that if the Trustees, the graduates, and the Faculty unite their earnest efforts the needed additions to the Endowment Fund will come. In spite of the urgent needs of the University, he declared himself full of hope. He referred to the recently adopted rule at Harvard limiting the choice of electives, and said that Boston University has always insisted that a certain part of the studies for a degree should be required. He ran over the four great departments of the University and found encouraging signs everywhere. He spoke of the creditable part which the University took in the recent Boston 1915 Exhibition. He gave an encouraging report of the attendance on the teachers' courses, and spoke of steps which are being taken to bring about a concerted action among the higher educational institutions of Boston in extending the courses provided for teachers. In closing, he spoke of the amount of money still needed to complete the History Professorship Fund, and said that if the graduates of the college can raise \$4,000 between now and June, 1911, the professorship will be provided.

Dean W. M. Warren was unable to speak at length on account of a severe cold, but he expressed his pleasure at seeing so large and enthusiastic a gathering of the graduates.

Professor E. C. Black, the next speaker, took as his topic "The Courses for Teachers." He declared the establishment of these courses to be one of the most promising and significant developments in the recent history of the University. He spoke earnestly of his high ideal for Boston University,—a learning for *service*, not a learning for learning's sake. In illustration of his contention that while the material equipment of an educational institution is necessary, the supreme wealth of a university is the high intellectual and moral standard which it sets before itself, he impressively cited the history of Edinburgh University, which, at a time when it was cruelly pinched for funds, maintained so lofty an intellectual standard that students flocked to Edinburgh by thousands from all parts of the world.

Mr. Frederic W. Bliss, '78, the next speaker, represented Boston University during the first decade of its history. Citing, from personal experience, the classroom methods of another New England college, he contrasted those methods with the inspiration and intellectual awakening which came to him on entering the Senior class of Boston University. He discussed the advantages which the urban location of the University offers to its students. The University holds out inducements to boys and girls who wish to make something of themselves. It makes a student self-reliant; it forces him to make a moral choice. Mr. Bliss concluded with an endorsement of co-education.

Mr. George A. Dunn, '89, made one of the wittiest speeches of the evening. He dwelt upon the need of University loyalty in the matter of sending persons to the college. He said that he knew of only one couple of graduates who had sent their children to the University. He added that he had made many friends among the graduates of other institutions, and never found that they had any better impression of their

college than he has of his own Alma Mater. He also dwelt on the high average of success among the graduates of Boston University in serving the public and in general efficiency.

Mr. R. A. Coan, '03, spoke for the graduates of the last decade. He said that the younger graduates are especially interested in the matter of bringing more men to Boston University. This has been a subject of special deliberation among the graduates of the last few years. Among the suggestions which he offered were the following: Give these young men something which they cannot get elsewhere. Boston University is in a position to do this because of her unique connection with the great activities of city life. He advocated such a correlation of the studies of the curriculum that boys who propose to go into business can be better equipped than is possible under present conditions. He advocated enlarged opportunities in social science and commercial subjects. Next, the University should advertise. All great corporations do it. Parents and guardians should be fully informed concerning the advantages which Boston University offers.

Professor B. P. Bowne, the next speaker, taking up the closing thought of Mr. Coan, — that of bringing the University in legitimate ways before the public, — spoke of literary work on the part of the Faculty as one of these methods, and referred to several articles which he has recently published in influential periodicals.

Ex-Governor John L. Bates, the last speaker, represented both the Trustees and the alumni. He illustrated the priceless value of education by the increase in the commercial value of a lump of iron as it passes through the various stages from the crude bar, worth a few dollars a ton, to watch-springs, which sell at a rate equal to more than a million dollars a ton. He then set forth in impressive words what Boston University has done for its graduates. He hoped that the time will come when the graduates of the University will be more numerous represented on the Board of Trustees. In discussing the financial problems of the University, he declared that the institution is unique in the way it utilizes its income. While declaring that we must have more money, he paid an earnest tribute to the men who in the past have so generously aided the University. In closing, he urged an organized effort among the alumni to bring men to Boston University.

At the conclusion of ex-Governor Bates's address three hearty cheers were given as an expression of appreciation both of the speaker and his earnest, hopeful words; and the large audience slowly dispersed.

Professor James Geddes, Jr., attended the annual meeting of the Modern Language Association of America at Cornell University, Ithaca, N. Y., December 28 to 30. In the absence of the secretary of the association, Professor C. H. Grandgent, Professor W. G. Howard, the treasurer, took Professor Grandgent's place, and Professor Geddes was appointed deputy-treasurer of the association for the meeting.

At the forty-first meeting of the American Chemical Society, held in Boston, December 27 to 31, Professor Lyman C. Newell gave an address on "The Function of Chemistry in College Education." This address was given in Cambridge on Wednesday, December 29, at a general meeting of the whole society, in the new lecture-hall of Harvard University. Professor Newell also held the position of chairman of the Chemical Education Section.

TEACHERS' COURSES FOR THE SECOND SEMESTER.

At the time of sending this issue of BOSTONIA to the press the official circular containing the list of courses offered to teachers during the second semester was not ready for distribution. The following provisional list is, however, nearly or quite complete:

ANGLO-SAXON AND EARLY ENGLISH. *Professor Marshall Livingston Perrin.*

2. Beginners' Course in Anglo-Saxon. Sat., 10 A.M.
4. Middle English. Sat., 9 A.M.

ENGLISH LITERATURE. *Professor Ebenezer Charlton Black.*

2. Nineteenth-Century Verse. Sat., 10 A.M.
4. Shakespeare's Earlier Plays. Sat., 11 A.M.
6. Types of English Prose, from Bunyan to Ruskin. Sat., 12 M.

FRENCH. *Professor James Geddes, Jr.*

2. Elementary French. Sat., 9 A.M.
4. French Course, conducted, as far as practicable, in French. Sat., 11 A.M.
6. Phonetics, applied to the study of French and English Pronunciation. Mon., 4.20 P.M.

GERMAN. *Professor Marshall Livingston Perrin.*

2. Elementary German. Sat., 2.30 P.M.
4. An Intermediate Course in German Literature and Reading. Sat., 1 P.M.
6. Composition and Drill in Grammar and Expression. Sat., 12 M.
8. Faust, Parts I and II. Sat., 11 A.M.
10. On Wednesday and Saturday afternoons, at convenient hours, classes will be formed of not more than two or three members each to train teachers in the conducting of classes in German.

GREEK. *Professor Joseph Richard Taylor.*

2. Ancient and Modern Treatises on the Art of Poetry. In this course, designed for teachers of ancient and modern literature, a knowledge of any language but English is not presupposed. Tues., 4.20 P.M.
4. Sophocles. The seven extant tragedies will be read (in Greek or in English at the option of the student), with constant reference to Aristotle's Poetics. Thurs., 4.20 P.M.

These courses will be given upon the application of not less than four persons.

ITALIAN. *Professor James Geddes, Jr.*

6. Elementary Italian. Sat., 10 A.M.
8. Second-Year Italian. Sat., 12 M.
10. Dante. Lectures. Reading and explanation of Longfellow's Translation of the Divine Comedy. Conducted entirely in English. Fri., 4.20 P.M.

MATHEMATICS. *Professor Judson B. Coit.*

Analytic Geometry and Calculus. An elementary introduction suited to the needs of those who have studied the elements of Plane Trigonometry. Tues. and Thurs., 4.20 P.M.

This course will be given if elected by not less than eight teachers.

MUSIC. *Assistant Professor John P. Marshall and Mr. Samuel W. Cole.*

1. A Course in Elementary Harmony. Hours to be arranged.
3. The Appreciation of Music. Hours to be arranged.
5. Theory and Practice of Teaching Music in Schools. Hours to be arranged.
7. A course designed particularly for the assistance of regular teachers in the public schools who are required to give also some instruction in music. Hours to be arranged.

Courses 1 and 3 will be given by Assistant Professor Marshall. Courses 5 and 7 will be given by Mr. S. W. Cole, Supervisor of Music in the Schools of Brookline, Mass.

PORTUGUESE. *Professor James Geddes, Jr.*

1. Elementary Portuguese. Grauert's Portuguese Grammar. Mon., 3.30 P.M.

SPANISH. *Professor James Geddes, Jr.*

1. Second-Year Spanish. Wed., 3.30 P.M.
2. Elementary Spanish. Wed., 4.20 P.M.

The following new courses for teachers are offered during the second semester in addition to the courses noted above: Professor L. C. Newell, Organic Chemistry; Professor A. W. Weyse, Physiology; Professor D. L. Sharp, English Writing; Professor A. H. Rice, Latin Composition; Professor N. A. Kent, Physics, The Ionic Theory of Matter.

Calendar: Conference and registration, Sat., Feb. 5, from 10 until 12 o'clock.

A more detailed statement of the courses and information concerning tuition fees, enrolment, credits, etc., will be found in the official circular, which will be mailed upon application to the Dean of the College of Liberal Arts.

IMPORTANT ANNOUNCEMENTS.

As this issue of BOSTONIA was about to go to press the following important announcements were made:

At the annual meeting of the Board of Trustees on Monday, January 10, Assistant Professor A. H. Rice was promoted to a full professorship in Latin. Assistant Professor N. A. Kent was promoted to a full professorship in Physics. Dr. Donald Cameron was elected Assistant Professor of Latin for the year 1909-10. Leonard P. Ayres, of the Russell Sage Foundation, A.B. '02, A.M. '09, was elected Lecturer on Education for the College of Liberal Arts.

Another recent appointment is the following: John Eastman Clarke, A.B. '78, Ph.D. '82, Lecturer in History for the College of Liberal Arts.

The April BOSTONIA will contain a biographical sketch of the professors whose promotion is here announced.

Dr. A. W. Weyse has been invited by the Senate of the Caroline Medico-Chirurgical Institute of Stockholm, in behalf of the Medical Nobel-Committee, to propose a candidate for the Nobel prize in the section of Physiology and Medicine for the year 1910. As is well known, these prizes amount to about \$40,000 each.

REUNION OF THE CLASS OF 1887.

The twenty-second annual reunion of the class of 1887 occurred at the home of Dean and Mrs. Warren, in Brookline. After the formal business meeting, at which many letters were read from absent members, a social hour of reminiscence and generous hospitality was heartily enjoyed.

Ten were present: Dean and Mrs. Warren, Miss Abby Bates, Mrs. Henry D. Dodge, Mr. Charles Meserve, Miss Louise Murdock, Miss Lillian Packard, Miss Lillian Rogers, Miss Helen Teele, and Miss Emily Tyler.

REUNION OF THE CLASS OF 1906.

The class of 1906 held a reunion banquet at the College Building on Friday evening, Dec. 31, 1909. The meeting was well attended, and the old '06 enthusiasm was much in evidence.

After the banquet, a short business meeting was held, with President Hill in the chair. Plans were made to continue the practice of annual reunions. A complete class register was established and action taken to maintain the same. Committees were appointed for the ensuing year. All the class officers were present and at the roll-call the following members responded:

Alfred H. Avery, superintendent and chemist, Burbank & Ryder Varnish Co., instructor in Industrial Chemistry at the Franklin Union, Boston, Mass.; Mrs. Carrie Bacon Keyes, Dobbs Ferry, N. Y.; Miss Hattie M. Baker, teaching in Bellows Falls, Vt.; Miss Esther W. Bates, Roslindale, Mass.; Miss Carlotta N. Brant, Ginn and Co., Boston, Mass.; Miss Olive Cooper, teaching in Baldwinville; Miss Lillian A. Decatur, teaching in Kimball Union Academy, Meriden, N. H.; John B. Riley, instructor in Spanish, Cornell University, secretary Ithaca Pressed Tool Co.; Miss Winifred B. Rogerson, teaching in Berlin, N. H.; Miss Laura M. Sanborn, Simmons College; Miss Margaret I. Shirley, teaching in Quincy, Mass.; H. R. Talbot, attorney-at-law, 53 State St., Boston, Mass.; L. R. Talbot, instructor in French, Boston University College of Liberal Arts; Miss Louise A. Thatcher, teaching in Wayland, Mass.; W. T. Williams, principal Stafford High School, Stafford, Conn.; F. R. Willard, teaching in Salem High School, president Salem Teachers' Association; James T. Sleeper, Harvard College; Miss Margaret Houston, teaching in Exeter, N. H.; Mr. Clarence B. Hill, teaching in Vermont Academy, Saxton's River, Vt.; Miss Elizabeth Murphy, teaching in East Boston, Mass.; Miss Katherine G. Powers, teaching in Foxboro, Mass.; Miss Maybelle McGregor, teaching in Somerville, Mass.; Mr. Louis Maxson, University of Pennsylvania Medical School; Miss Annie Gilchrist, Melrose; Miss Elizabeth G. Hodge, teaching in Townsend; Miss Sarah G. Pomeroy, teaching in Springfield, Mass.; Miss M. Lillian Horne, teaching in Somersworth, N. H.; Miss Ethel M. Piper, teaching French in Attleboro High School.

Several letters, including one from Mr. Noboru Kawasaki, were read from members unable to attend.

Among the articles which Professor B. P. Bowne has recently published are the following: *The Methodist Review* for September, 1909, "Morals and Life;" *The Hibbert Journal* for October, 1909, "Darwin and Darwinism;" *The North American Review* for January, 1910, "Present Status of the Argument for a Future Life." *The Harvard Theological Review* will soon publish an article "Concerning Miracles." Other forthcoming articles are "Jesus or Christ" (to appear in *The Methodist Review*), "The Passing of Educational Pietism," and "The Gains in Religious Thought in the Last Generation."

For the past few weeks, beginning December 8, Mr. L. R. Talbot has been conducting a French Normal Class. The course aims to remove some of the difficulties which the average college graduate finds on beginning his work of teaching. After a discussion of the general aims and principles of teaching, the work will be narrowed down to a consideration of the various methods employed and the problems encountered in the teaching of modern languages, with particular reference to French. As the course is an experiment, no credit towards a degree will be given, and those who attend do so voluntarily. In spite of this fact, there has been an average attendance of over thirty, which indicates a considerable interest and a genuine demand for such a course. The class meets at 4.20 on Wednesday, and will be continued through the college year.

"The Tempest," "Hamlet," "A Midsummer Night's Dream," "Twelfth Night," "King Lear," and "Much Ado About Nothing" are the latest additions to the New Hudson Shakespeare, of which Professor E. Charlton Black is the editor. It is noteworthy that this, which is really a wholly new edition of Shakespeare, with a complete critical and textual apparatus embodying the results of the latest scholarship, is receiving the enthusiastic endorsement of literary and educational authorities in England and on the Continent. The plates of the large library edition, which is also edited by Dr. Black, were loaned by Ginn and Co. to the Boston University exhibit of the Boston 1915 Exhibition. This library edition is a complete revision of the Harvard Shakespeare.

Elementary Reader of French History. Edited by Freeman M. Josselyn, Docteur de l'Université de Paris, and L. Raymond Talbot, Instructor in Romance Languages, Boston University. 16mo. Semi-flexible cloth. 73 pages. With Maps, Notes, and Vocabulary. Price, 30 cents. Ginn and Co.

This text provides suitable reading for any grade. Although brief, it is intended to initiate the pupil into some of the salient features of French history. Thus, together with the principles of the language, some essential ideas regarding the country itself may be obtained.

J. G., JR.

Miss Sarah Gertrude Pomeroy, '06, has brought out an attractive little book entitled "Saburo's Reward," with the sub-title "A Christmas in Japan." The book is illustrated in colors by Diantha W. Horne. It is published by Dana Estes and Company, Boston.

It gives us great pleasure to announce that, through the generosity of an anonymous giver, the Department of Physics has received the sum of five thousand dollars for further apparatus and equipment.

Professor F. S. Baldwin, who, during the last semester, was obliged to relinquish a portion of his college work on account of his responsible duties as a member of the State Commission on Tax Laws, will resume his full work in college with the beginning of the second semester.

The Atlantic Monthly announces an essay, "Turtle Eggs for Agassiz," by Professor Dallas Lore Sharp.

Mr. Harold M. Mariett, '07, has been transferred by the Boston office of the American Felt Company to their Chicago office.

On Friday, December 17, Dean W. M. Warren addressed the Young Women's Christian Association of the college at a Christmas service in the Gamma Delta Room.

On the afternoon of December 8 Dr. A. W. Weyssé represented Boston University at the dedication of the new Harvard Dental School, which took place at Sanders Theatre in Cambridge.

SCHOOL OF THEOLOGY.

ANNUAL REPORT OF THE ACTING DEAN.

The report of Acting Dean Beiler opens with a feeling tribute to the memory of Acting Dean C. W. Rishell, who died on Sept. 21, 1908, at the very opening of the school year. A biographical sketch concludes with a list of Dean Rishell's published works.

Reference is made to the election of Rev. George C. Cell, Ph.D., as instructor in Church History.

Special lectures and addresses were given in the chapel by the following speakers: Dr. C. B. Spencer, of *The Central Christian Advocate*; Dr. Robert Forbes, corresponding secretary of the Board of Home Missions and Church Extension; Dr. W. F. Stewart, on Pastoral Evangelism; Bishop W. F. McDowell, of Chicago; Dr. J. B. Hingeley, corresponding secretary of the Board of Conference Claimants; Rev. L. A. Dorchester, of Scranton, Penn.; Dr. Homer C. Stuntz, first assistant corresponding secretary of the Board of Foreign Missions; Dr. W. F. Crafts, of the International Reform Bureau; Mr. Charles M. Alexander, the evangelist singer.

The student body was the largest in the history of the school. The entire enrolment was 217, 172 of whom were college graduates.

Rev. J. T. Docking, the new president of Rust University, Holly Springs, Miss., is a graduate of Boston University School of Theology, class of '87. For the past five years Dr. Docking had been president of Cookman Institute, at Jacksonville, Fla.

SCHOOL OF LAW.

ANNUAL REPORT OF THE DEAN.

The report begins with a statement regarding the attendance; the enrolment was about forty less than that of the previous year. This loss may be attributed to three causes: the continued depression in business, increasing competition, the added requirements for admission. Each of these causes is examined in detail, and a conclusion is drawn regarding the future action of each of these causes in affecting the attendance at the school.

Inasmuch as the school depends mainly upon the efficiency of its work in attracting students, the report gives an exposition of certain ideas and methods of instruction which are peculiar to this school. Among the details are school courts, and the division of the first and second year classes into small sections, conducted by preceptors or "Fellows of the Law School," under the general staff.

The work for the Master's degree is declared to be attracting more and more attention, although its severity warns off all but the most earnest students.

The report concludes by calling attention to the increasing efficiency of the work of the Law School as seen in the results of bar examinations. Of sixty-one graduates in the last class applying for admission to the bar, but five failed to pass. A gain in quality and earnestness is steadily going on in the student-body.

Governor Draper recently appointed Charles Francis Jenney, lecturer in the Law School on Massachusetts Practice, a member of the Superior Court of the State. Mr. Jenney has been a lecturer in the Law School since 1885. He has served several terms in the Massachusetts Legislature as member of the House and of the Senate. His appointment has already met with the hearty approval of the legal profession.

At the Fifteenth Annual Meeting of the National Municipal League, held in Cincinnati, Mr. Harvey N. Shepard, lecturer on Municipal Government in the Law School, spoke on the Boston Finance Commission. Mr. Shepard discussed the work of the Finance Commission, and its suggestions in regard to Charter Reform.

SCHOOL OF MEDICINE.

REPORT OF THE DEAN.

The attendance during the year was 96, divided as follows: Freshmen, 32; Sophomores, 19; Juniors, 15; Seniors, 18; special, 7; graduates, 5.

The efficiency of the work of the school was increased by the reorganization and development of the three departments of Theory and Practice, Anatomy, and Chemistry. In these departments the work was enlarged, systematized, and brought fully into accord with the latest advances in the medical curriculum.

Reference is made to the receipt of a silver medal (second prize) awarded the school by the International Tuberculosis Congress held in Washington in September and October, 1908.

Commenting upon the question whether or not a Baccalaureate in Arts or Sciences should be considered a prerequisite to entering upon a medical career, the Dean expresses the opinion that it is not unlikely that a solution of the problem will be found in the "combination course" which was adopted by Boston University in 1907.

Attention is called to the fact that there have been established in the School of Medicine fifty limited and special scholarships, with a maximum value of fifty dollars annually. These scholarships will be awarded to college graduates in need of aid during the first or any subsequent year of their attendance at the Medical School.

The postgraduate "Clinical Week" is discussed in detail. One result of these extra exercises was the repeated demand for systematic postgraduate courses in practical medicine, surgery, and the specialties, and efforts are being made to organize such courses.

Dr. Horace Packard, to whose illness reference was made in the last issue of BOSTONIA, has fully recovered his health and strength, and has resumed his professional duties.

The Boston *Herald* of Monday, October 25, contains a notice of the death of Dr. George Hunt, '81, who passed away on the day before, at his home in Bridgewater, Mass. Dr. Hunt was fifty-four years old; he had practised in Bridgewater for many years.

Recent Books

English Spelling and Spelling Reform, by Thomas R. Lounsbury, Emeritus Professor of English in Yale University. Professor Lounsbury has written a scholarly but truculent book. Caesar's famous threefold division of the *Galli* has a modern counterpart in Lounsbury and the *Angli*. All English-speaking persons are divided into three classes,—those who *feel* that the word "thumb" should be spelled *thum* (the proletariat), those who *think* that it should be spelled *thumb* ("the unintelligent intelligent"), and those who *know* that it should be spelled *thum* (the orthographical Brahmins). We have selected the word "thumb" from Mr. Lounsbury's own list of words in which "the last letter is not only useless but, according to the term one chooses to employ, it is either a blunder or a corruption."

Mr. Lounsbury can find no words strong enough to express his contempt for people who *think* they have *thumbs*. He *knows* better. Such people are, to use his own bellicose vocabulary, in the "undisturbed enjoyment of a mild form of imbecility;" they are "educated ignoramuses;" they "need to be made conscious of the extent of their linguistic ignorance and the depth of their orthographic depravity."

Having thus disposed of this class of undesirable citizens, these Pharisaical "unintelligent intelligent," he next turns his attention to women. Women amuse him. For a woman to hold views on the question of spelling is an inexpressibly funny thing. It seems that women are guided by taste. Women oppose the spelling *thum* because their "devotion to the present orthography is a matter of sentiment and not one of reason." "Some of the most violent opponents of the present movement are to be found among the members of that sex with which appeals addressed to the feelings are peculiarly potent." When a woman comes across a pupil with a *thum* "we can observe the peculiar mental effervescence which is produced when the maximum of emotion is allowed to operate upon the minimum of knowledge."

After disposing of women and the "unintelligent intelligent," he next turns his lance against — Vegetarianism! Vegetarians who have *thumbs* are peculiarly fanatical opponents when aroused. He cites Joseph Ritson, "who loved accuracy with the same passion with which other men love persons." He notes that Ritson was devoted to a vegetable diet and observes in him, "as in others so addicted, a blood-thirstiness of disposition in his criticism which the most savage of carnivorous feeders might have contemplated with envy." It is devoutly to be hoped that Mr. Lounsbury will never become addicted to vegetarianism.

When Mr. Lounsbury turns to the technical side of his subject he is on sure ground, and what he says about the anarchy and chaos of our modern spelling carries conviction. The greater is the pity that the tone of his book is so strident that he will almost inevitably disgust and anger the very class whom he is trying to convert. (Harper and Brothers, New York.)

Notices of several other new books will be found under the department notes.

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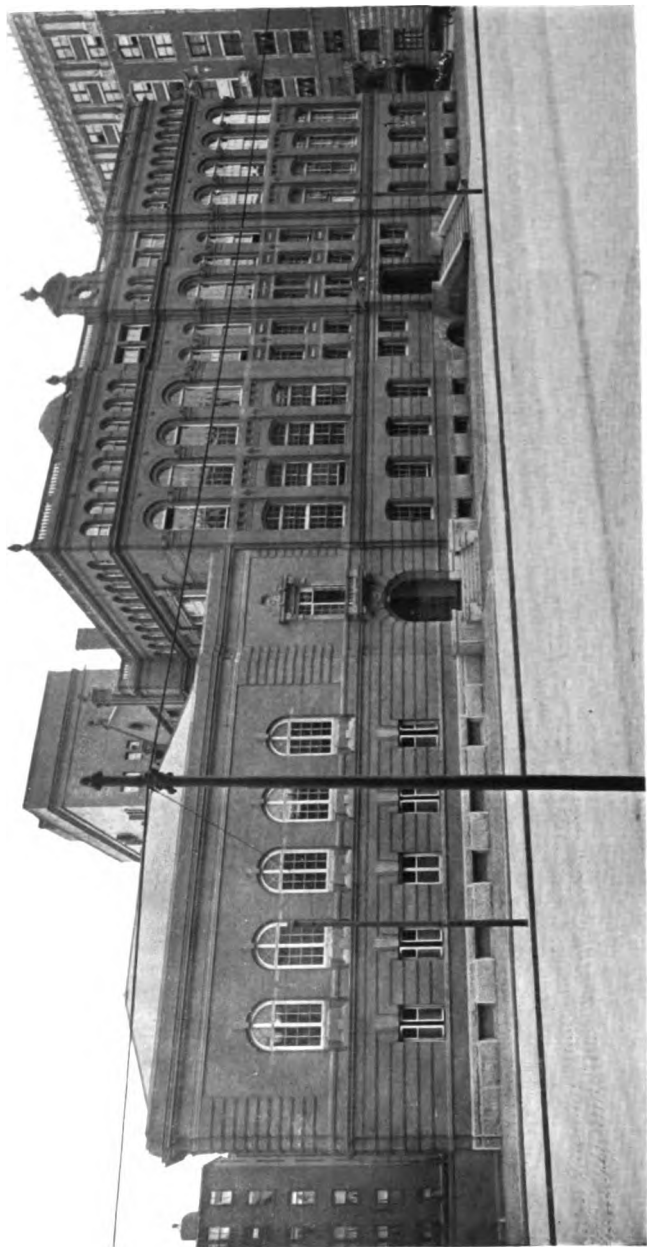
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Where shall the scholar live?
In solitude or in society?
In the green stillness of the coun-
try, where he can hear the heart of
Nature beat, or in the dark gray
city, where he can feel and hear the
throbbing heart of man? I make
answer for him, and say, In the
dark gray city. **LONGFELLOW**



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No. 1

ASTON, LENOX AND
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1869 — BOSTON UNIVERSITY — 1910.

FORTY YEARS — \$400,000.

LAST year Boston University completed the first forty years of its history.

This year its enrolment numbers one thousand and more than half a thousand more.

In the four decades the University has carried through to graduation more than seven thousand students. Hundreds of others have profited by postgraduate and undergraduate courses.

The average number graduated annually the last ten years exceeds two hundred and sixty.

Among its students are representatives of thirty-five American States and Territories, and also of more than twenty foreign countries.

Its breadth and catholic spirit are illustrated by the last census taken among the seven hundred students enrolled in the College of Liberal Arts: more than thirty religious denominations were represented.

It annually affords the equivalent of free instruction to more than three hundred students.

In recognition of the great public service rendered by Boston University during its forty years' history, public-spirited men and women, far and near, are cordially invited to contribute generously to a special fund of \$400,000 for increase of the permanent endowment. About one-half of this amount has been pledged by the Trustees and immediate friends of the University, on condition that the entire fund be secured by July 1, 1910.

The financial needs of the University are imperative. The future usefulness of the University depends upon this increase of endowment. The cause is worthy and merits generous gifts. Benefactions that share in the education of the future leaders of society count for the most. Will you not respond with a pledge for a large or a small amount, in order to insure the success of the united effort within the time specified? Please regard this as a personal request and address the Treasurer, R. W. Husted, Boston University. "He gives twice who gives quickly." All pledges are made payable by July 1, 1910.

As go the colleges to-day so goes the world to-morrow. — JOHN R. MOTT.



BOSTON UNIVERSITY — FOUNDATIONS AND PROGRAM.

President William E. Huntington.

IF one should ask the names of the five men who were most responsible for the beginnings of Boston University the correct answer would no doubt be, "Gilbert Haven, Isaac Rich, Jacob Sleeper, Lee Claflin, and William F. Warren." Gilbert Haven, then editor of *Zion's Herald*, is known to have first suggested to Isaac Rich, before the year 1869, the plan of establishing a university in Boston. That seed-thought found generous consideration in the mind of this merchant prince. His associates in church and business relations, Mr. Sleeper and Mr. Lee Claflin, also saw the opportunity, lent their influence to the undertaking, and finally added largely to the munificent bequest of Mr. Rich. The financial foundations of the University were thus laid. An immediate necessity was felt that a man of learning and insight must take the guidance of this institution building, to outline the structure, formulate its constitution, and lift up to the vision of New Englanders the ideals for a university that was named for Boston, and would become not only one of its institutional products, but a

vital source of intelligent moral power. The man for the hour and the task was William Fairfield Warren. He was chosen to lead, plan, and build. For thirty-four years, counting from the date of the University charter, his was the controlling mind that directed this University toward its important destiny. Besides the three Founders who laid foundations, two other men, Alden Speare and Edward H. Dunn, by their generous gifts in later years became Associate Founders. Many others have from time to time added their benefactions to the original funds. Thus, by generous gifts, by wise counsels, and through the loyal interest of thousands of friends, Boston University has made forty years of notable history.

The University must be judged like any other institution,—by its program and by its fruits. For what does it stand? What is it attempting to do? Has it a mission, clearly outlined by the Founders, apprehended by their successors, vitally felt in the policy upon which its development proceeds? These questions are answered best in the facts which have become distinctive and significant in the growth of the University through four decades.

A broad hospitality in higher education has been one of its constitutional traits. No wider invitation could well be given by any institution of learning to the youth of the land than this University has offered from the beginning. No bars of any sort are raised against any class. No realm of study is closed to any who, upon the simple human conditions of needing the liberation, the refinement, and the power of higher learning, wish to enter upon the opportunities it offers. This hospitality is not granted simply to men and women who are looking for means of culture; but it is a hospitality that marks the pedagogical attitude of the entire staff of instruction in the University. The Theological Faculty represents a large and intelligent conception of Christianity considered as a great world movement fully as distinctly as it does the particular tenets of a single confession. The Medical Faculty is as eager to know the last and best results found to-day in the broad realm of scientific medicine as it is to maintain loyalty to a certain school of practice. The School of Law, in its theoretical teaching and by its practical methods, aims to equip its students not simply to pass Bar examinations, but also to go out into the practice of their profession roundly and largely qualified in the fundamentals of jurisprudence. The College has steadily pursued a scheme of instruction that mediates between a loose and irresponsible elective system, in which students may roam at will, and the hard and fast plan of an entirely prescribed schedule. Its Faculty is alive to all modern and well-tried theories of education, but is

not too ready to adopt disciplines that a clamoring and utilitarian commercialism is eager to suggest.

The University stands for the best ideals of education that our modern time affords. The Christian spirit of its founders, benefactors, teachers, and patrons permeates all departments, inspires and invigorates all instruction. The University welcomes all students, without questioning their religious preferences. The devout Jew will not find his faith assailed; the adherent of the Roman or of the Greek type of religious belief will meet no polemic against his cherished convictions. But, all will naturally expect the institution to be true to its origin and genius. In its well-ordered and clearly reasoned philosophy, in its broad dealing with literature, science, history, sociology, and all the chief questions that take hold on character and destiny, they will look for University instruction to be given under the full light of Christianity as it has revealed its great inclusive Truth to the world in the unfolding centuries.



OBLIGATIONS OF THE COLLEGE TO MEN AT LARGE.

Dean William Marshall Warren, Ph.D.

IN all that has been said about our modern colleges, no friend has affirmed that they are already what they should be, nor has any critic shown that they are wholly past hope. The question, then, of what service our colleges should render, seems to be still open. This brief paper, in adding a word to the discussion, will try to put in sharper relief an important aspect of the subject.

Most men, it would appear, have a vague feeling that a college is more than it looks to be. They may never stop to clear the matter up; but as if by some true instinct, they know that teachers and students and trustees and donors are not the whole story. They deprecate the symbolism of an eight-foot fence about the college-yard, and hope it is meant only to keep the ragamuffins out of class-day. For so essential is the obligation of a college to men at large that even untaught outsiders cannot fail to feel it.

Those who know the college at closer range are better able to define this obligation as actual and pressing. They see more clearly that while our thought of men at large may be indefinite, yet the men themselves are as definite as we are. Man, for real men, is not a formal notion nor a logician's generality, but the concrete of facts,— a living race, with needs

as real as hunger, and activities grim as war. And whoever owes a debt to mankind need not think to pay it off by throwing kisses, as did the German romanticist.

This obligation not only lies toward real men; it has real grounds. For instance, who pays the cost of collegiate education? Not the student; what he pays amounts to little. It is men at large that bear the real cost — often men that the college never saw; men that among men have made money, and then by gift and endowment, or by tax and appropriation, put their earnings to the service of men. Or who furnishes the college with the subject-matter of its teaching? Where does it find its science and art, history and literatures, philosophy, religion? Does any college make these for itself? And where does the college get the finer spirit of its work,—its reverence for fact, its delight in principle, its pleasure in sharing insight, its trust in the moral power of plain truth? Say what you will, if a college understands its income and the substance of its teaching, it knows its deep indebtedness to men at large.

The college's obligation has a real ground, as well, in man's needs. This living race of men, covering the earth, and streaming forward through the centuries, has put its hand, however blindly, to three great undertakings. And each one of these imposes specific duties upon the college; for men's needs, even more than their gifts, put our colleges under obligation.

From the dawn of history men have been bending their powers upon the world around them. They wish to understand the order of things, both on its face, and through and through. They seek also to bring the course of nature, in minor detail, under their own control. And so within their own intelligence, men are building, little by little, the conception of a physical universe both revealed and hidden by what meets the eye; and so, too, little by little, men are penetrating natural forces with the still stranger power of their own wish and will.

A second great interest has shaped our human history no less plainly. As far as the past opens to our view, men have been scattered under all skies, in a thousand tribes and peoples, kept apart by language, custom, mode of thought; made hostile by selfishness and conflicting interest, by wars, and memories of wars; separated, also, one from another in time, generation by generation. And yet, in all its dispersion, the race has been slowly gaining centres and nuclei of social order, reaching ever back for what the past wrought out, spiritualizing the natural ties of man and man, working dimly and sometimes without hope toward the ideal of a race made one with itself.

Through all the centuries, too, men have thought themselves to be not only in a world of things, not only in give and take with their fellow men, but also in the hand of something invisible and absolute. Their efforts to learn the nature of this unseen power, and to set themselves in right relations with it, constitute one of the deepest currents of history. To be sure, vegetation varies no more with the soil than religion with the souls of men. Religion may be stained with cruelties and vice; at times it may be turned to poison for the life that it should invigorate. But viewed as a whole, religion unquestionably stands as the noblest of the great concerns of men; for if kept true to itself and free from pride and bigotry, religion never acts alone: it stirs and strengthens whatever else may work for man's advantage. Whatever it touches it refines and quickens; it has moralized law, and given sacraments to the family; it has brought medicine and surgery to the poor; it has made education universal; it has sown light and truth in the world's darkest places. And what wonder? For of all motives, religion frees the finest; of all our conceptions, religion frames the amplest and the highest; of all the social unities that men achieve, religion has founded the stablest and most satisfying.

It is out of these three interests — the mastery of nature, the organization of the race, the conscious adjustment of life to its infinite ground — that the great needs of men arise,— the perennial needs that appoint our colleges their work.

Now the best of it all is this: the typical college, by its very plan, and in some cases almost in spite of itself, is actually serving these interests. In order to serve them more efficiently the college has not to be remade, but only modified. Let us look a little closer.

The college with a right to the name will place in its curriculum all those courses of study that are needed for understanding man's subjection of nature. And since men are mastering the physical not so much by pick and drill as by analysis and synthesis, asking how natural forces act, as in physics, and how natural bodies are made, as in chemistry and biology, they may rightly expect a college to instruct its students in the essentials of these natural sciences. And it should so order this instruction as to make every student, whatever his casual likes and dislikes, understand what physics and chemistry and biology, all three, mean to mankind.

So, too, if the college is to have its part in making the race a social whole, it will instruct the student in whatever is furthering men's efforts toward better organization. Social science, ethics, economics, theory of government and of education, constitutional and international law,— all

these it must afford the student; and afford them as desirable not because in vogue or involving no vocabularies or computations, but because they line out the basis on which men and nations may work together for ends worthy of a race. Nor will the college meantime omit a broad survey, at least, of human history. With earnestness it must transmit the lessons of generations long silent; it must give the student for his own the best that earlier minds thought out or brought to pass; nor will it leave him untouched by the failure and the tragedy that make the long dark background. And how can it do this without the great literatures, ancient and recent; without men's deeper thought of themselves and of what confronts them; without tracing the growth of institutions, the clash and fusion of peoples,—in a word, the story of men as men? Or how can any college that feels its obligation let such a story be told as dead material, hanging over from a dead past?

But can the college, in like manner, wisely make that other great interest of the race its own? What shall it do with respect to religion? Simply to disregard it, as a school of law might disregard the fine arts, would not be possible. As a mere fact, religion is too pervasive, too close to the roots of things, for that; it has made too many maps, and shaped too many social institutions; it has busied too many of the world's best minds; the story of art, science, philosophy, of civilization itself, is closely interwoven with the story of religion. The question, then, narrows to this: In what manner shall the college teach religion? As it might teach feudalism or the Shepherd Kings, with detachment? Or as it means to teach morality and the love of truth, with personal concern?

Here the needs of men leave the college no choice. Unless the wide instinct of the race be wrong; unless the testimony of men praised for their clear thought be but error, and the common experience of ordinary men be tragically other than it seems; religion, as a great interest of men at large, means more for individual and race than anything besides. How, then, can the college teach religion but in the way it teaches science and social organization? Just as it must give the subject-matter of the sciences and at the same time impart both the keen, judicial spirit of the scientist and an ardent regard for science as part of humanity's business; just as it must teach the principles of social order and the story of the nations, not as a chance to peep and botanize, but as a field of utmost exertion and as a challenge to what is manliest in the student; so, no less, in teaching the facts of religion and in setting forth the views of men regarding deity, the college must let the student feel that its heart is in the work, and that it wants him

no more interested in man's conquest of nature and in man's self-organization than in man's relation to the absolute.

Did the limits of the paper allow, it were interesting to see how these reflections enable us, if not finally to answer, at least to simplify, some of the collegiate problems commonly thought most troublesome; but those who have a mind to see for themselves will find the practical deductions. There remains, however, one word that must be said.

The college that accepts the duties we have sketched, and tries faithfully to meet them, puts men at large in debt to itself. The best gifts that our race ever receives are its qualified leaders. There is nothing that mankind needs more. There is nothing better that the college can produce. Its graduates, trained for leadership, eager for a part in the world's undertakings, far-seeing, yet not visionary, wholly in earnest, yet not fanatical, clear the air wherever their work brings them; they lift the horizon for others; they point out the gains; they discount in advance inevitable failures; the tedious details of day in, day out, they frame in large plans that appeal to men; they bring the old ideals into new conditions; with address and courage, they anticipate or check the factors that defile and undermine society; having learned the secret of abundant life, they cannot keep it to themselves. And both for them and for their works, the world is under obligation to the college.



CHRISTIAN LEADERSHIP.

Acting Dean Samuel L. Beiler, Ph.D.

IN September, 1863, the battle of Chickamauga was fought, and General Rosecrans, with his army, was driven back into Chattanooga, with the one line of railroad that could bring in supplies covered by the enemy. The enemy occupied Missionary Ridge and Lookout Mountain, and expected to starve out and capture the Union troops. The men were living on half-rations and "beef dried on the hoof," while depression filled all hearts.

But a leader was on his way from victory down the Mississippi. U. S. Grant was coming with a bandaged foot, on crutches, or carried when he could not ride. His arrival soon changed the whole situation. A line for supplies was opened, called the "cracker line," and the well-fed army at once showed a rising spirit. Troops were marched in over desperate roads,

and in a few weeks the defeated army was rushing up Missionary Ridge and scaling Lookout Mountain, and the Confederates were in full retreat.

So has it been in history always. Leadership has decided the world's battles.

We are no longer in a military age. Battles are being fought on other lines. We have been passing through a commercial era. Financial leaders have changed, again and again, the railroad map of this country, as well as its manufacturing and commercial aspects. A banker of New York, in speaking of Harriman, says, "Combination could not have gone much farther, for the financial success of combination depends on the ability of one man to lead it, and there is a limitation to man's ability." In other words, all depends on leadership.

We are now in a Christian age. The incessant demand that Christian ethics shall control in business and political life, the rising tide of Christian evangelism, the great missionary movements that are arousing men as never before, the wonderful openings in all lands for Christian ideas and forces, mean world-wide battles for the triumph of Christianity; its truth, its spirit, its ethics. For these battles leaders are demanded and will be required for a hundred years to come.

"Like a mighty army
Moves the church of God."

Only thus will it move in the world when led by leaders equal to its tasks and opportunities.

Too long has the world waited for a good Providence to provide leaders. The Lord of all has been kind in raising up a Cromwell or a Lincoln, a Luther or a Wesley, when the world has needed such. But there is no more reason why the Christian Church should wait for leaders than why the nation should close its naval and military schools and expect a good Providence to raise up Grants and Shermans for every hour of need.

It cannot be expected that secular schools will raise up Christian leaders. Christian leadership must be grown and trained in a positively Christian atmosphere. It is for this the Church maintains her schools. For this she must strengthen her institutions of learning. Her schools of theology must be enlarged so as to train the thousand ministers needed each year, and then be equipped to send forth more men like Bashford, of China, who is capable of leading 100,000 missionaries to the salvation of China's millions. One of the problems of the Church to-day is that of producing Christian leaders who will give the world Christian leadership.

THE FUNCTION OF AN AMERICAN SCHOOL OF LAW.

Dean Melville M. Bigelow, Ph.D., LL.D.

THE Faculty of the Law School holds that the function of an American school of law is not fulfilled by merely fitting students to pass bar examinations. That, of course, is the ordinary function of such a school, but not its only function or its most important one. A sound training in the law may well lead, and experience shows that it does in fact lead, to other vocations than the practice of the law.

Students from this and other law schools go out every year in considerable numbers, in proportion to the total number of graduates, to public life and to posts of trust and administration. They go to the Legislature, and into other places of responsibility for which their training fits them; graduates of law schools are likely at any time to be called into the public service, at home or abroad, in connection with foreign affairs or with the administration of order in the dependencies of the United States. If it be true, as it is, that lawyers everywhere hold a commanding post of influence in public life, national, state, and local, it follows that they should be educated with due regard to that fact.

Putting it shortly, the purpose of the Law School is to build men up in usefulness for whatever service a legal training may be suited; the class-work, the school courts and legislature, and the discipline which accompanies, all together being designed as a unit to contribute to that end.

It is an essential part of the training of the school to emphasize the necessity of integrity and loyalty in all the relations of men. The discipline of the school is based upon the idea that this is a necessary part of the make-up of men for the purposes for which the Law School stands.

But to attract students we must depend mainly upon the efficiency of our work. To meet that requirement we have been putting into operation certain ideas which are largely peculiar to our school. Of our conception of the subject of instruction I have said so much in other places that I need speak but briefly of it now. I may sum up one part of the matter by saying that we make it of first importance to treat legal education as a practical matter — as a matter of the actual relation of the law to life in the living present. We put ourselves in the forefront of the endless conflict of social forces for ascendancy, watch the struggle as it proceeds in state and nation, and note the outcome — the resultant — as it appears in the statute-books and in the reports of judicial decisions. Thus we emphasize the

present; we have often said, "Ours is a school of the twentieth century." We are concerned with the past (where it is not continued into the present) simply for its lessons in regard to what is going on to-day. We try to see things and to put them before our students exactly as they are, repudiating mere speculation and abstraction. So we endeavor to keep abreast of the times and prepare our students for the concrete situation before them. We fail of our purpose if our graduates do not go forth to things familiar to them. We expect them to be able directly to take part in what comes to hand in relation to law as but the continuance of the work of the Law School, and not to be compelled to doubt whether their long course of education has any definite relation to their future career.

Further, the entire subject of legal education is simplified by treating it as a *unity* (consisting on the one hand of evidence upon what law acts, and on the other of the laws governing the admissibility and effect of evidence). The student learns the actual signification of particular rules of law in their relation to evidence, not as isolated rules, but as part of a scheme of unity, which "knits together the incoherences" of our endless and confused *corpus juris*; and he then silently or openly assigns results to their place — pigeon-holes them mentally where he can put his hand upon them when he wants them. This process is carried on throughout the work of the Law School, by lectures, recitations, and criticism, until the end of the course, by which time the student has, or should have, the general structure or morphology of the law in his grasp. But what is still more important, and to the purpose of education, if the student has been faithful to his opportunity, his mind, in its highest and noblest processes, has been trained and fashioned to work on lines of order, as in a channel, of its own bent or habit. Only thus can the mind be enabled to generate energy without unnecessary waste — which, I take it, is the object of education.

Further, whatever the immediate purpose of the student, the Law School, as incumbent of a public franchise, will do what it can to train men to a sense of responsibility to the public — above all else, to strengthen society against tendencies to disintegration. To this end the idea of education, as here pursued, follows the method of business administration, all lines of work converging upon sovereignty.

THE ETHICAL POSSIBILITIES OF MEDICAL SCHOOLS.

Dean John P. Sutherland, M.D.

THE wide-spread notion that medical schools exist for the sole purpose of educating students in the sciences which underly the art of healing, and as far as possible training them in the technique of the art itself, is a notion which does injustice to the aims, the standards, the efforts, and the accomplishments of the medical schools of to-day. It must be acknowledged that the education and the training here referred to are the prime factors in the establishment of medical schools, but it is nevertheless true that the modern reputable medical school has aims and objects which, whether written or unwritten, look to high ideals of conduct, and acknowledge professional obligations which have been inherited by generation after generation of practitioners of the great and noble art of healing. It is distinctly claimed by Boston University School of Medicine, for instance, that, among other aspirations, "*it aims to inculcate lofty ideals of ethics and morals.*"* The meaning of this phrase possibly can be made clear by briefly reviewing some of the phases of undergraduate and full professional life and experiences which are only occasionally recognized — the existence of which is known only to those who are acquainted with (1) the motives and ambitions possessed by medical students and guiding them in the selection of their life career, and (2) the experiences which inevitably come to them during their student life, as well as (3) with some of the more subtle influences surrounding them and moulding to a greater or lesser extent their thoughts and actions.

Those conversant with the dominant reasons which influence the student in the selection of the medical life as a vocation realize that the one great problem which faces the would-be medical practitioner is the almost universal one of earning a competency, of "making a living." The influence of friends, family, possibly the family physician, may be of such a character as to encourage a young man or young woman who is undecided as to a career to enter a medical school. It may be the individual has long cherished the ambition to become a physician, and has decided the question of a career for himself against adverse advice. The prevalent idea that a physician's life brings financial remuneration and social position not obtainable in other walks of life frequently turns the balance and is the potent factor in the case. Occasionally a young man possesses an earnest desire

* *Vide* Annual Announcement and Catalogue.



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to devote his time, energy, and life to the service of his fellow men, and is convinced that through the activities of the physician's life an avenue is opened for the exercise of his energies, and the accomplishment of his desires. The chief motive, however, is usually the simple preference of a professional over a commercial or business vocation.

Whatever the objects primarily entertained by a medical student, he finds before his graduation that there have been instilled into his mind ideals of ethics and morals, and standards of obligations to his colleagues and to humanity at large, of which he possibly had slight if any previous conception, and which frequently displace the more sordid ideals of financial prosperity, with its possible ease and comfort, which originally guided his actions.

A glance at the medical curriculum, now expanded to cover a wider range of subjects than ever before, will convince one that the four years included in the course are devoted to two main objects: first, the acquisition of knowledge concerning the fundamental sciences of anatomy, embryology, physiology, chemistry, bacteriology, pathology, pharmacology, etc., and, second, to acquiring the theory and practical ability needed in the technical application of this knowledge to the many divisions of the intricate art of healing and the prevention of disease. This undertaking would seem to be enough to tax to the utmost the intelligence, industry, perseverance, and determination of even the best equipped student, without leaving time for instruction in the principles of conduct which should guide the physician in his peculiar and intimate relations with his colleagues and patients, or the development of those qualities of mind and heart so highly eulogized by Stevenson in his tribute to the medical profession. Stevenson says, "There are men and classes of men that stand above the common herd: the soldier, the sailor, and the shepherd not infrequently; the artist rarely; rarelier still the clergyman; the physician almost as a rule. He is the flower (such as it is) of our civilization; and when that stage of man is done with, and only remembered to be marvelled at in history, he will be thought to have shared as little as any in the defects of the period, and most notably exhibited the virtues of the race. Generosity he has, such as is possible to those who practise an art, never to those who drive a trade; discretion, tested by a hundred secrets; tact, tried in a thousand embarrassments; and, what are more important, Heracleian cheerfulness and courage. So it is that he brings air and cheer into the sick-room, and often enough, though not so often as he wishes, brings healing."

It should be borne in mind that the Faculties of medical schools are composed of those whose experiences have been more or less wide and extensive, and that the lessons learned by them are transmitted to their students: that each unit of the teaching force, while giving instruction in his special subject, by example no less than by precept impresses upon his classes the ideals and principles of philanthropy and altruism which have become integral parts of professional life. It is impressed upon the student mind that medicine is a profession, not a trade or commercial enterprise of any sort; that there can be no barter in the art of healing the sick; that the financial end of his vocation is undignified and humiliating if it be made an end in itself; that fees are the result of community life and prevailing customs, and are not in any degree compensations equivalent to services rendered; that the service itself and alone must be the end and aim of all his efforts. The student has held up before him the most notable contribution to medical ethics ever made by a single man, the Oath of Hippocrates, which in a quaint version of the 17th century asserts "that I shall cure the sicke as speedily as I may without dilating or prolonging the *Maladie*. And that I shall not doe any thing against equite, for hatred, anger, envie, or malice, to any person whatsoever: . . . But I protest to keepe my Life and Science purely, sincerely, and inviolably, without deceit, fraude or guile. . . . I shall not enter into the Patient's house, but with purpose to heale him; and that I shall patiently sustaine the injuries, reproaches, and loath-somnesse of sicke men, and all other base raylings, . . . Moreover, I protest, be it man, woman, or servant, who is my patient, to cure them of all things that I may see or heare either in mind or manners, and I shall not bewray that which should be concealed and hidden, but keepe inviolable, with silence, neither reveale any creature, under paine of death. . . ."

The student has the opportunity to learn that the profession is not, in a modern phrase, a "trades-union," but a brotherhood in the best and highest sense of the word, in which the fraternal relations include every effort to advance the science and art to the highest state of efficacy and perfection for the common good; that in this profession all new ideas and discoveries are exploited, not for the gain of the individual, but for the good of the whole and for the benefit of humanity; that among the obligations of this fraternity the comfort and well-being of those ministered to are set high above the ease and comfort of the practitioner. It is also taught that in an unselfish spirit it is the continual effort of the profession to do away with the necessity for its own existence; as is demonstrated by the many schemes adopted to educate the laity in matters of hygiene and prophylaxis

so that suffering and disease may become more and more effectively and permanently exterminated.

It is easy to show that in the medical schools of to-day, supplemented by the after-experiences of active practice, there are exceptional opportunities and possibilities for developing those desirable qualities of character — generosity, tolerance, humility, and reverence — the possession of which so unspeakably elevates mankind above the level of his associates in the animal kingdom.

Generosity is taxed here as in other walks of life, in that the strong and more prosperous are permitted to bear the burdens of the weak and unfortunate. In a thousand ways the physician is confidently appealed to by those in need of his skill, advice, and material assistance, with the assurance that his time, strength, and resources in general will be given without expectation of reward or satisfaction other than can be derived from the giving. The laity have learned to rely on the forbearance and generosity of the physician to hold as a sacred trust the confidences of which he is the recipient. By numberless experiences the medical practitioner is made to realize in his daily contact with his fellow men the frailties of humanity; the demoralizing effect of submission to passions, appetites, and animal desires; the results of lack of self-control; the suffering resulting from ignorance of the laws of life, from over-indulgence of one or another kind that leads directly to physical, mental, and moral degeneration. And yet such realization is not expected to lessen his interest in those who look to him for help, or diminish his efforts in their behalf. His generosity has unlimited opportunity for self-sacrifice, liberality, tolerance; and the medical school is as the open door through which such opportunity becomes accessible.

Study of the history of medicine is fruitful in the lessons it teaches of the value of and necessity for tolerance. Not even in religion have opinions, theories, and beliefs been more mischievous or obstructed more tenaciously the real progress and dissemination of knowledge. In the medical school efforts are made to cultivate the true scientific spirit, which, earnestly desiring the possession of truth, calmly and dispassionately weighs all evidence before allowing conviction to ultimate in action. The spirit cultivated by laboratory investigations is not one to applaud an obstinate adherence to opinion or tradition unsupported by confirmatory experimental evidence. The physician has opportunity to learn that there is more than one road which leads to Rome, and that they may be good ones all.

Humility is a quality of mind possessed by the wisest and most advanced representatives of the medical profession, who have learned through the

mistakes and failures possible to fallible humanity the limitations of the most brilliant skill and the boundaries of the utmost obtainable knowledge.

A spirit of reverence also may be cultivated during the medical career; for the revelations of the microscope and chemical analysis, the study of embryology and bacteriology, testify to the marvellous powers of nature, to the wonderful adaptation of means to end, and to the all-pervading activity of a Supreme Wisdom. Certainly the educational possibilities of a medical school are of such a character that there might appropriately be written on its walls, a constant reminder of one's higher duties in life, the fine old motto which embodies widely applicable and acknowledged ethical principles:

In Certis Unitas.

In Dubiis Libertas.

In Omnibus Caritas.



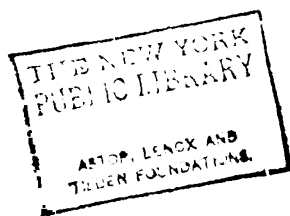
A SCHOOL OF APOSTOLIC STRATEGY.

Professor Marcus D. Buell.

MODERN Germany and American Methodism owe more than can adequately be estimated to two obscure men, born at the close of the eighteenth century, within seven years of each other,— John Dreyse, inventor of the needle-gun, and John Dempster, apostle of theological education for the Methodist ministry. Dreyse, a locksmith's apprentice, while wandering among the heaps of dead on the battle-field of Jena, saw the explanation of his country's tragic downfall in the antiquated pattern of the Prussian musket, and the futility of any further struggle of German valor against the superior weapons with which Napoleon had armed his troops. From that hour, for thirty years, Dreyse pondered one problem, cherished one dream,— that of giving to his compatriots a better firearm. At last he succeeded in perfecting a breech-loading, quick-firing needle-gun. With that weapon, as everybody knows, Prussia at Sadowa overthrew Austria, at Sedan humbled France and gained the leadership of the new German empire. So John Dempster, son of an Edinburgh University graduate sent by Wesley as missionary to America, with his hereditary thirst for Biblical and philosophical knowledge, pondered through long years of wide observation as wandering itinerant in Canadian snows, as missionary in Brazilian



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heats, as preacher in metropolitan pulpits, and as presiding elder in country districts, his heavenly vision,— the problem of equipping the unrivalled but undisciplined zeal of the Methodist ministry with better intellectual and spiritual weapons for their responsible part in the more than imperial enterprise of subduing the American continent to Christ. The fact that for two hundred years in the home of Dempster's ancestors the fiery religious temperament of the Scot had been chastened by the discipline of systematic theological study, and that from her theological schools had come forth the ablest ministry of the Protestant world, and that the Wesleyan evangelical movement itself had begun in Oxford, did much, doubtless, to give form and substance to his persistent dream of a theological school for American Methodism.

The mind of the Methodist ministry of those early forties, though still mainly preoccupied with Wesley's injunction, "You have nothing to do but to save souls," was beginning to appreciate the importance of Christian education as a potent ally in that supreme undertaking. Out of the ashes of Asbury's Cokesbury College, begun in the darkest days of the Revolutionary War, there had survived the conviction on the part of Methodist leaders that if vital religion were to take permanent possession of the American people it must not be divorced from sound learning, and so for a decade and more promising beginnings of Methodist college instruction had already been made at Augusta, Wesleyan, Dickinson, Allegheny, and McKendree. Nevertheless, the Macedonian call of the New England Conferences to Dempster, bidding him organize a Methodist theological school, find friends and funds for its support, and make for it a permanent place in the heart of the Church, in the face of the deep poverty of the local constituency, the divided and distracted conditions following the Millerite frenzy, the separation of the Church South, and the "Wesleyan" secession, to say nothing of the apathy, suspicion, and open opposition of many in high places, was like a new summons to defy boreal ice and torrid heat. But Dempster was not disobedient to the heavenly vision. Seven years he toiled like David in making preparations for building God's house; but, more favored than the Hebrew king, he dwelt seven years more within its walls as a theological teacher, and felt the Methodist heart gradually warming towards the idea of a distinctive and more thorough educational training for her ministry. Strangely enough, he was permitted, before his departure, to found a second theological school at Evanston, to endow it with the wealth of a saintly woman of prophetic insight, and to spend yet another seven years within its walls as a teacher of Methodist leaders. And even after he

rested from his labors, so quickly did his works follow him, that within three years, during American Methodism's first centennial, a former parishioner of his gave his name and pledged a large part of his fortune to found, at another strategic centre, a third Methodist theological school,—the Drew Theological Seminary. All three schools abide to this day, with vastly augmented influence, as vital a part of aggressive Methodism as the ganglia of the human brain are of the human body; as integral to the whole far-flung battle-line of American Methodism as those companies of picked men whom West Point has trained during these same seventy years as the leaders of our army, and Annapolis has schooled as the commanders of our navy.

Who that makes any careful estimate of what the earliest of Dempster's theological schools (not to speak of the other two) has already done in energizing, deepening, extending, and establishing the work of the largest Protestant body of the country can think of anything less than the higher and supernatural strategy of the Head of the Church?

First and last, nearly *three thousand* candidates for the Christian ministry have sought to approve themselves unto God as workmen needing not to be ashamed in dividing the Word to learned and unlearned, by study at Concord and Boston. Of these, a very large number (in last year's classes 172 out of 217) had already had the invaluable preliminary discipline of a full college course. Nor has the development of intelligence decreased their zeal for saving souls, any more than it did in the case of Wesley and his Oxford coadjutors. In 1900 it was found that in the preceding eighteen months two hundred former Boston students had reported 12,399 conversions, an average of seventy for each man. No part of the country has been without the wholesome influence of their strong evangelical preaching. A dozen years ago there could be counted on the Pacific Coast 86 of them serving as pastors; in the States of the Mississippi basin, 474; in the Middle States, 275; and in New England, 360. Who can measure the profound religious and ethical efficiency of so great a body of godly and educated Christian pastors and preachers in shaping the life of the nation as a whole during these last two generations? It was the Oxford scholar Wycklif, with his "poor priests" and their plain English version of the Gospel, that made a permanent change in the inner life of the English people in the fifteenth century; as it was John Wesley, another son of Oxford, who in the eighteenth century set in motion those spiritual forces which saved England from the horrors of the French Revolution. Who fails to note in Lincoln's "promise to his Maker" concerning the Emancipation Proclama-

tion, and in Grant's words, "Let us have peace," the echo of the voice of prophecy, the voice of the itinerant Methodist preacher? And who can doubt that the influence of Boston men in enthroning a living Christ in ten thousands of homes, in committing great hosts of young people to His service, and in boldly challenging wickedness in high places has had much to do with forming the conscience of the nation? Like the apostles, they have gone everywhere preaching the Gospel. In what prominent city of the United States is there a great Methodist church which has not first or last felt the life-giving touch of one or another of these modern prophets? Nor is it in Methodist fields alone that their planting and watering have been followed by God's increase. As George Whitefield's positive and fervent gospel brought life and light to moribund Calvinistic churches in his day, so still, in not a few of the largest and strongest churches of that order, Boston graduates are preaching the vital and vitalizing Wesleyan doctrines with undiminished fervor and saving power. As pastors and preachers to college and university students, too, not only in distinctively Methodist schools of higher grade, but at the seat of a great number of denominational, undenominational, and State universities and colleges of the land, Methodist men of Boston training, like Hugh Price Hughes at Oxford, have awakened and developed Christian faith and life in a class of men and women second to none in ultimate influence upon human society. In the less conspicuous, but arduous and heroic forms of modern effort to seek and save the lost multitudes of the great cities, such as settlements, rescue missions, missions to foreigners, work among children, temperance and social reforms, and in vast frontier regions that call for the faith of Paul and the Roman soldier's power of endurance, Boston graduates of gifts and culture have rendered valiant service.

The missionary spirit of a Wesley, moreover, whose motto was "The world is my parish," has never been absent from a school whose first catalogue said, "The preparation of young men for foreign missions shall be a special object of the institution." So it came to pass that Albert Long, of the class of '57, first in Bulgaria and afterwards for more than a generation in Robert College at Constantinople, taught those lessons of Christian and civil liberty to a multitude of the Sultan's subjects, which in our day have issued in one of the most notable revolutions of modern history. In like manner Baldwin, of '58, and Martin, of '59, laid foundations in China on which rises the stable superstructure of our native church. So, too, Parker, of '59, was inspired to begin his phenomenally long and fruitful career in India, whither the Church has already called to his aid some half-hundred

Boston men. So also, in the beginning of Methodist-mission work in Mexico and South America, Boston furnished nearly all the pioneers, and to this day has been sending reënforcements. Indeed, for every year of her whole Boston period the school has furnished one or more missionaries to the foreign field.

In the educational work of our own and other churches the Mother School of American Methodism has borne a no less noble and exceptional part. As the dynamo makes its presence felt in terms of light, heat, and power in every part of its distributing system over a whole city, so the personality of a great college president communicates itself to every plastic soul of a college community in the light, leading, and impulse of Christian ideals. Such august and priceless service Boston has rendered to Church and State by furnishing presidents for the oldest as well as the youngest of Methodist colleges — for Wesleyan, Dickinson, Ohio Wesleyan, DePauw, Moores Hill, Lawrence, Iowa Wesleyan, Morningside, Missouri Wesleyan, German Wallace, Denver, University of the Pacific.

If a college presidency affords a rare coign of vantage to one undertaking the greatest things for God, what shall be said of a professorship in a Christian college? In his more intimate and continuous contact with the whole mental and spiritual life of his students, what is the Christian professor if not a veritable builder and maker of the city of God? For these seats of Christian power in chairs of philosophy, ethics, history, Biblical study and comparative religion in Methodist and other higher institutions of learning throughout the land, our Boston school has trained and furnished many distinguished representatives. Professor Bowne alone names not less than fifty professors of philosophy in college positions, whose clear grasp of fundamental truth and whose ability to render reasons for the Christian faith that is in them can be traced to their student days on Beacon Hill.

In the vastly influential field of theological teaching, also, Methodism's Mother Theological School has continued her original policy of imparting her best to the other theological faculties — a Hayes to Garrett; a Curtis to Drew; a Thirkield, Bowen, Trever, and Yates to Gammon; a Havig-horst to Nast; an Agnew to Grant; a Coe to Union; a Youtz to Auburn. Meanwhile she has not forgotten to provide for her own household, since every member of her present Faculty save one received his initial theological training at her feet. Nor has the moulding influence of this Faculty of Methodist theology been felt on this continent alone; for in the person of her graduates who have been or are still in the theological schools of China,

India, Japan, Italy, Finland, South America, Mexico, and the Philippines their line is gone out through all the earth, and their words to the end of the world, so that well-nigh every native preacher in the whole foreign field has more or less directly come in contact with their teaching.

Nor has the Church as a whole looked to the Boston Mother School for pastors and teachers only to man her centres of power and aggressive enterprises at home and abroad, but also for leaders and commanders in her administrative departments, including some of the great secretaryships, and for a whole host of district superintendents in the densely populated, wealthy, and cultured regions of the older communities, as well as in vast and difficult frontier regions and in still wider and more complex ranges of truly apostolic oversight in foreign lands. And finally, when from time to time the Church has searched all her borders for the fittest men to assume her most responsible ecumenical executive office, the episcopacy, she has on no less than six different occasions found the man of her choice among her Boston graduates. It is a characteristic token of the inner life of the school that half of these she selected for the home field — viz., Bishops Hamilton, McDowell, and Hughes — and half for the foreign field, — Bishops Parker, Bashford, and Oldham.

If one should ask the secret of the brilliant series of victories by which the little island empire of Japan recently vanquished the forces of so gigantic a continental power as Russia, the ultimate answer would be found not only in the phenomenal prowess and valor of the Japanese soldiers, but also in the higher strategy of the military and naval science of the West, taught to Aoyama in the military schools of Germany and to Togo in the naval academies of England and France. Who that gives any careful study to the continental and world-wide achievements of American Methodism since Dempster's day can fail to detect, in the heavenly vision of theological education which he incarnated, that higher strategy by which ever and anon our risen Christ, the great Head of the Church, shows his militant hosts the way to victory?

IN MEMORIAM: THOMAS BOND LINDSAY.

Mrs. Caroline Stone Atherton.

[A paper read at the Third Annual Meeting of the Eastern Massachusetts Section of the Classical Association of New England, Boston Museum of Fine Arts, Saturday, Feb. 12, 1910.]

IN the death of Professor Lindsay the study of Roman life, language, and literature has lost an ardent advocate, and our world is the duller for the going forth of one who seemed ever to say, with Browning:

"How good is man's life, the mere living! How fit to employ
All the heart and the soul and the senses forever in joy!"

For Professor Lindsay was characterized by a buoyancy of spirit, and by noble enthusiasms that he was in an unusual degree able to communicate to others. His own interest in what he was doing was so genuine and so eager that it became contagious. His classes were kept on the alert; discipline was unheard of; there was too much doing to leave time or inclination for disorder. My first work with him was in Horace, and the beginning was an introductory talk on the author's life and times. Here Professor Lindsay was at his best. Horace lived and moved before us, and we took up with zeal what we had been made to feel was the thing best worth studying in all the world. He had the power of vitalizing every subject he taught.

Next to this marked ability to arouse and hold the interest of his students I should put, what seems to me all too rare, a perfect balance between the love of literature as literature and that of grammar, with all its allurements for teachers. He was a great drill-master, having a special affection for certain points, to be sure, although not to the exclusion of any. How well I recall his fondness for the predicative dative, sequence with the perfect infinitive in indirect discourse, and the tracing of every ablative to its original use, for classification in one of the three groups that correspond to the three Sanscrit cases represented in the Latin ablative. Professor Lindsay was a pioneer in the study of comparative grammar. He taught largely with the help of cross-reference and comparison. We were set to finding relationship between things wherever it could be traced. Last April I visited one of his classes and found him exulting in a new explanation of a certain accusative. He told me it was not in any of the books, but he was persuaded of the correctness of his theory. He was always ready to argue if a student advanced an opinion contrary to his own; indeed, he encouraged independent thinking, and was a keen disputant, though fair and

just. One who failed to grasp a point was sure to have a second or third chance at it, with the kindest reference to the previous occasion. But woe to the luckless youth who persisted in heresy that had once been shown to be such; one who, for instance, explained a certain dative as governed by *is* or *ob* in composition, as Freshmen were wont to do. Great was the discomfiture that followed!

With the interest in grammar went naturally a fondness for Latin composition. Professor Lindsay was able to handle the subject in such a way that large classes elected it, to his great delight. Forms and construction were not neglected. But the chief aim was to make students write real Latin. No literal rendering into Latin of the words of the English sentence was acceptable to him. There was a careful comparison of idioms, and a flexible sentence was sought.

We were none the worse for the effort. All his pupils who have taught Latin must have realized on many an occasion as they stood before their own classes how very valuable this training was.

With so much emphasis laid on technical points of grammar and composition, literary values were never once overlooked. The subject-matter was all-important; the argument was explained, discussed, restated, amplified, with frequent and apposite allusions taken from a great store; for our professor was a tireless student and reader, and his knowledge was of the kind that is available, not packed away out of easy reach. The apt illustration came like a flash. The manners, morals, customs, of the people studied were set forth with unerring accuracy and made very real because of the method of comparison to which I have already referred. His influence did much to develop an appreciation of good literature in English as well as Latin. I remember being so much impressed by his words about Robert Louis Stevenson that I bought a volume of the essays, and that at a time when Stevenson was very little known.

Professor Lindsay kept the balance true, then, as it is so difficult to do. I can speak from my own experience in teaching. He had clearly in mind what he wanted to accomplish, and was not to be diverted from his purpose. College students have been known to try by alluring questions to coax a professor somewhat far afield. Professor Lindsay was not an easy victim. None but an occasional Sophomore ever made the attempt.

Nowhere did his personal magnetism show to greater advantage than in his teaching of comparative philology. His lectures reflected his own eager interest in the subject in a way that won our attention and made us think we enjoyed tracing the workings of Grimm's Law.

He inspired pupils to do research work in a class that was purely voluntary. It was counted an honor to belong, and the members would spend hours in preparation, looking up the subject and writing papers on manuscripts, ways of expressing dates, Roman dress, etc. After class it was common to find him surrounded by eager questioners. His genial and friendly interest in the individual student could always be counted on. His loyalty to Boston University and his belief in her mission kept him there, to be a tower of strength to the new and growing structure. He was largely influential in establishing her chapter of Phi Beta Kappa, and was its honored president. He watched other institutions and studied educational efforts wherever he found promise of improvement and progress.

He found time to prepare text-books, and enlisted the services of students for various tasks in connection therewith. He was indefatigable in making a success of a Latin play. He gave of himself unsparingly, yet never with apparent overtaxing of his strength. His seemed to be *mens sana in corpore sano*.

His many interests outside of college served only to enrich the experience from which he drew so happily for the enlivening of the class-work.

We recall the zeal with which he took up this association, and his championship of the classics in the face of the present demand for what is supposed to be of more immediate practical value.

His vivacity and exuberance of spirit made him especially fit to be the leader of youth. He got a great deal of enjoyment out of people and things, and helped others to do the same. He was not overconscious of his own merits; said very little about himself, indeed; he had too much to do and think of to be on the watch for honors or to care about the impression he might make. He forgot himself in his work.

We are told that the ideal teacher must possess the power to "invigorate life through learning." He is for "vital transmission" quite as much as for "intellectual elucidation." A wealth of accurate knowledge is an important asset. But the final test of a teacher's success is his inspirational power. From my four years' experience as student, but more particularly from my observation of work with later classes from my position on the Board of Official Visitors of Boston University, I can say without hesitation that Professor Lindsay met this test of success in teaching with conspicuous ease. I am glad to bring this offering of appreciation and gratitude. (May I add for BOSTONIA that I am still more glad that I expressed something of the above to Professor Lindsay after visiting his class last spring?)

DR. W. E. LEONARD'S "THE POET OF GALILEE."

Professor E. Charlton Black.

ALL creative criticism is subjective; it is primarily the expression of the personality of the critic. The verdicts of such criticism are opinions rather than decisions; like poems or pictures, they represent the feelings, emotions, and ideals of the creator. Dr. William Ellery Leonard is a poet and an interpreter of poetry, and in his answer to the keen elemental question which Jesus once asked his disciples, "Who do men say that I am?" he gives, as might be expected, a literary and æsthetic appreciation. "More than all else, to one among men, thou seemest the poet, and I shall call thee the Poet of the Galilean Lake."

Dr. Leonard bases his study of the "essential individuality," "the individual mind of Jesus," upon the results of that critical scholarship which finds authentic fragments of the sayings and discourses of the Founder of Christianity only here and there in the Synoptic Gospels. "*John*, with its metaphysics derived from Philo and the gnostics, yields us (however beautiful it be as a composition and interesting as early Christian thought) no records of the earth-born son of Joseph and Mary, except perhaps a few pregnant sayings reflecting the mysticism of Jesus, and the passage in Chapter VIII usually bracketed as spurious." The critical foundation upon which is built this reconstruction of the personality of Jesus is thus described by Dr. Leonard in the Introduction: "Although the critical conscience must in these pages pass over those utterances certainly never delivered by the historic Jesus, and although it will do best to pass over those on which there is any doubt, the vital things are still ours: the deepest apothegms, the shrewdest replies, the loveliest of the parables. It is a fact of the greatest significance that the insight of a sympathetic genius like Emerson or Tolstoi, and the results of philological investigation of scientists like Wellhausen and Schmidt, are in practical agreement: they both discard the same legends and the same imputed ideas and expressions; and they both assure us of the same indisputable soul. These pages are concerned only with what after long study and reflection I have come to believe to be the authentic pronouncements of this soul."

Such a method, with its treatment of the miraculous and the supernatural as simply symbols of life and thought, inevitably recalls the shred-and-patch, crotchet-and-caprice procedure of Renan; and the point of view in Dr. Leonard's "The Poet of Galilee" is in many ways similar to

that in the famous Galilean Pastoral, the *Vie de Jésus*. The peculiar power of both is in imaginative creation of character and in a sympathetic interpretation of the environment of time and place. But the languorous, sensuous note, so unmistakable in the *Vie de Jésus*, is nowhere heard in "The Poet of Galilee." A reverent intellectuality pervades the eleven studies which make up Dr. Leonard's book, and everywhere is a sturdy independence in thought and expression.

As a contribution to the study of the Bible as literature, "The Poet of Galilee" deserves a distinguished place. Effective and illuminating is the discussion of the literary art of the Parables — their direct appeal, their simple realism, their eloquence of reserve. The section called "The Story-Teller" belongs to notable creative criticism; it is a worthy defence of the organic unity of spiritual emotion and noble literary expression — the true identity of vision and art. It is a noble series of illustrations of the principles laid down by the author in his introductory discussion: "And when it is said that this soul found its expression in poetry, we should need no reminder that poetry consists not in strophe, or metre, or rhyme, wonderful devices and adornments of the imagination though they may be. Without an attempt formally to define meanings or logically to limit the scope of the discussion in subsequent chapters, we may well recall that poetry, at least as soon as it becomes something more than mere tumult in the blood, implies insight into the realities of the spirit, the sympathetic vision which seems at times almost to penetrate the mysteries of life and of nature — passions and desires of men and women, grass and flowers beneath our too often heedless feet, moon and stars over our unuplifted heads. It implies again that exaltation which, according to an inviolable law, forever accompanies the vision; and finally it implies the nobler speech, which in the elect of Apollo transmits the vision and the exaltation to all who having eyes can see, and having ears can hear and understand. Poetry is vision, exaltation, speech; and with Jesus it was vision, exaltation, speech, touching the City of God."

In connection with the appointment of Professor F. S. Baldwin as a member of the Commission on the Cost of Living, the Boston *Transcript* of March 14 says: "Professor Baldwin had the very unusual experience of having been made secretary of three special State Commissions reporting at one session of the Legislature. He served on the Commissions on old-age pensions and on the tax laws, which made reports in December and January."

BOSTONIA

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REPRESENTATIVES OF DEPARTMENTS

Professor LYMAN C. NEWELL, College of Liberal Arts

MERRILL BOYD, A.B., LL.B., School of Law

Dean JOHN P. SUTHERLAND, M.D., School of Medicine

Professor JOHN M. BARKER, School of Theology

Address all communications to

THE EDITOR, J. R. TAYLOR, 688 Boylston Street, Boston, Mass.

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AN IRREPARABLE LOSS.

AS this issue of BOSTONIA is ready for the press the overwhelming message reaches us of the death of Professor Borden P. Bowne. On Friday, April 1, he came to the University expecting to meet his classes as usual. Sudden and premonitory symptoms led him to return to his home. In the course of the afternoon he passed peacefully from earth.

The hush that has come upon the college halls bears witness to the poignant sorrow of every man and woman connected with the University. The intellectual world will miss him as a great scholar; his students will miss him as a great teacher; his colleagues will miss the genial personality which carried so easily a wealth of learning which made his name illustrious both abroad and at home. In the next issue of BOSTONIA we shall give a fuller estimate of the life and work of the colleague whom we sincerely mourn.

PRESIDENT HUNTINGTON'S RECEPTION.

ON Friday afternoon, April 29, President and Mrs. Huntington will give at the College of Liberal Arts, from three until five o'clock, a reception to the Trustees, Faculties, Graduates, Undergraduates, and Friends of the University.

THE RESIGNATION OF PRESIDENT HUNTINGTON.

IT is the duty of BOSTONIA to state that at the annual meeting of the Board of Trustees last January President Huntington announced that at the close of the present academic year he would lay down his work as President of Boston University. The Trustees have appointed a committee to consider the choice of a suitable successor.

Inasmuch as President Huntington is still carrying on with unimpaired vigor the work of the presidency, this is evidently not the time for BOSTONIA to attempt an estimate of the career of one whose life has for so many years been an integral part of the University.

BOSTONIA shares the feelings of the graduates and governing board of Boston University in refusing to consider the academic service of Doctor Huntington as ended until the last official act has been performed and a new executive has been appointed. Then and then only will the Editors give expression to the sorrow which the pen now refuses to record.

THE TEACHERS' COURSES.

A GLANCE at the steadily growing enrolment in the courses given by the College of Liberal Arts on Saturday and in the later hours of the afternoon — designed primarily yet not exclusively for teachers — shows that many teachers are valuing the instruction for its own sake. Not a few of the students have already earned a Bachelor's degree; and not a few more are men and women older than the ordinary college student, and perhaps for that reason more careful of hours left free by social and professional engagements. The instructors may well note with pleasure that among those already holding degrees a considerable number are graduates of the college itself, knowing from undergraduate days the quality of what they seek.

DR. LEONARD'S "THE POET OF GALILEE."

THE page which BOSTONIA ordinarily devotes to book notices is replaced in this issue by Professor E. Charlton Black's appreciative and discriminating review of Dr. W. E. Leonard's new book, "The Poet of Galilee." Dr. Leonard is one of the most gifted of the younger graduates of the college. Essentially a poet, the breadth of his literary spirit is shown by his recent books with titles as divergent as "The Fragments of Empedocles" and "The Poet of Galilee."

THE AIMS OF BOSTON UNIVERSITY.

THIS issue of BOSTONIA is devoted largely to an exposition of the aims and methods of Boston University. The Deans of the College of Liberal Arts and of the Schools of Theology, Law, and Medicine set forth in thoughtful and impressive words the ideals which the various departments of the University have before them in the work of instruction. President Huntington sums up succinctly these aims, and he clearly shows the high purpose which from the beginning has dominated the University. The articles are characterized by breadth of intellectual outlook, educational hospitality, and, above all, by a high and sustained ethical note.

A careful reading of these authoritative utterances will not only arouse a keener sense of the lofty mission to which the founders of Boston University felt themselves called, but it will strengthen the resolve to help in every possible way an institution which is honestly endeavoring to serve the community from which it draws its support.

A TRIBUTE TO PROFESSOR LINDSAY.

THE sympathetic tribute to the memory of Professor T. B. Lindsay which Mrs. Atherton read before the Classical Association of New England is notable both for its fine spirit and for the specific treatment of Professor Lindsay's methods as a teacher. The circumstances under which the paper was read made such a detailed treatment appropriate and necessary; inasmuch as the paper thus presents phases of Professor Lindsay's classroom work which could not find expression in the more general tributes which were published in the October issue, the editors of BOSTONIA have asked the privilege of printing the entire paper.

ACADEMIC RECIPROCITY.

AS soon as the news of the destruction of the building of the Young Men's Christian Association reached the University an invitation was extended to the Association to make use of the facilities of the College of Liberal Arts. The offer was accepted, and the Association, with the loss of scarcely an hour, transferred some of the afternoon and evening classes to the college. The buildings which the University formerly used on Ashburton Place were still available for purposes of instruction; the Association has leased this property and will occupy it until the completion of its own new building.

A CALL TO WORK.

THE University is making strenuous efforts to complete before the first day of next July the fund of \$400,000 which it is desired to add to the endowment. Some encouraging subscriptions have recently been received, but much must still be added before the fund is complete. As the weeks pass and, day by day, the opportunity lessens, the efforts to secure the fund are redoubling. The additional endowment is imperatively needed. The subscriptions thus far made are in nearly every case conditional upon the raising of the full amount. It is a time for every officer of the University, every graduate, every friend, to work for Boston University as never before. The patrons of higher education will respond if the situation is properly and urgently brought to their attention. This enterprise must not fail!

AN ALUMNÆ GATHERING.

IT is proposed to hold, in Springfield, Mass., on a Saturday afternoon in the near future, an informal reunion of all women in Springfield and vicinity who have attended Boston University. All such are invited to send to Miss Nellie Brooks Hill, 41 Spring Street, Springfield, Mass., a postal-card containing the address of the writer. This invitation is extended to non-graduates as well as to graduates of the University. It is requested that the readers of BOSTONIA extend this notice as widely as possible.

A GRACIOUS DEED.

THE generous act of Mr. R. R. Robinson in entertaining, at the Methodist Social Union, the Faculty and students of the School of Theology adds another to the numerous proofs of his continued and many-sided interest in the welfare of the University.

THE Commencement oration will be delivered on Wednesday, June 1, by Bishop John W. Hamilton, LL.D.

UNIVERSITY NOTES

On Tuesday evening, March 8, a reception was tendered to Mr. Roswell R. Robinson in the Center Methodist Episcopal Church, Malden, in honor of his seventy-fifth birthday. The vestry of the church was crowded. Rev. L. J. Birney, the pastor of the church, presided. Short addresses were made by ex-Governor John L. Bates, Mayor George H. Fall, and President W. E. Huntington. Rev. C. W. Blackett, Ph.D., of Robinson Methodist Episcopal Church, gave an address and read a tribute written by Dr. W. F. Warren. The tribute was presented to Mr. Robinson in engrossed form. Rev. Edward S. Best read an original poem from the theme "Thy gentleness hath made me great." Miss Peabody presented Mr. Robinson with a bouquet of seventy-five roses on behalf of the church. At the close of the formal exercises a reception followed. Those in the receiving-line included the following: Mr. Roswell R. Robinson, Rev. L. J. Birney and wife, Hon. John L. Bates, Hon. George H. Fall and wife, Rev. E. S. Best, Rev. C. W. Blackett and wife, Mrs. G. L. Richards.

On Thursday, February 10, the School of Theology united with the College of Liberal Arts in the observance of the Day of Prayer for Colleges. The order of exercises was as follows: Hymn, "Oh, for a Thousand Tongues, to Sing;" Prayer, by Rev. G. S. Butters; Scripture lesson, John 13, read by Rev. Dillon Bronson, S.T.D.; Hymn, "A Charge to Keep I Have;" Prayer, by Dean W. F. Warren; Prayer, by Rev. C. M. L. Sites; Hymn, "Faith of Our Fathers! Living Still." President W. E. Huntington introduced Rev. Dillon Bronson, S.T.D., who preached from the text, Luke 22: 27, "But I am among you as he that serveth." Dr. Bronson's special theme was "The Sovereignty of Service." He set forth the opportunities for service which lie open to college men and women in the foreign-mission field and among the immigrants in our own great cities. At the conclusion of the sermon Dr. Bronson offered prayer. The hymn "Onward, Christian Soldiers" was then sung, after which President W. E. Huntington dismissed the congregation with the benediction.

President Huntington represented Boston University at the inauguration of Dr. Edmund Clark Sanford as president of Clark College on Tuesday, February 1.

Dr. Huntington served as one of the judges at the annual debate between Dartmouth and Brown on Thursday, March 3. The debate was held at Dartmouth; the subject was "Should the Suffrage Be Granted to Women?" The decision of the judges was in favor of Dartmouth.



The Departments

COLLEGE OF LIBERAL ARTS.

Mr. Lester R. Talbot, '06, Instructor in French in the College of Liberal Arts, has been appointed Jacob Sleeper Fellow for the academic year 1910-11. Mr. Talbot will spend the year in study in Paris.

A gathering of Boston University graduates residing in Providence and vicinity was held at the house of Mrs. Sara MacCormack Algeo, '99, on Thursday, February 24. The guest of honor was President W. E. Huntington, who gave an address describing present conditions in the various departments of the University. At the close of the address refreshments were served and a social hour followed. Those present included: Miss A. F. Williams, '77; Miss A. D. Mumford, '78; Mrs. Harriet Peirce Fuller, '81; Dr. Jeannie O. Arnold, '91; Miss H. M. Hathaway, '92; Miss G. H. Parker, '92; Miss A. R. Sheppard, '92; Mr. C. H. Hinckley, '97; Mrs. Sara MacCormack Algeo, '99; Miss C. M. Searle, '00; Miss H. D. Barrett, '01; Mrs. Carrie Provan Crowell, '03, and Mrs. Dr. Bates.

Through the kind gift of Mrs. Thomas Bond Lindsay, the library of the Philological Association has received some accessions of importance. In memory of Professor Lindsay — whose admiration for Cæsar was well known to all his students — a large copy of the Louvre bust of Cæsar has been placed in the library, and some books of interest and value to students of the classics have been purchased. Important among these are the three volumes of Heitland's "Roman Republic," the final volume of Friedländer's "Roman Life and Manners," the Oxford Text of Martial, Michaelis' "A Century of Archaeological Discoveries," and the valuable Tyrrell and Purser edition of the Letters of Cicero.

A committee of ladies representing the Faculty and Trustees is raising money to renovate the Gamma Delta Room. Mrs. William E. Huntington is chairman of the committee, and will gladly confer with any friend of the college wishing to coöperate.

At the annual meeting of the Board of Trustees on Monday, January 10, Assistant Professor A. H. Rice was promoted to a full professorship in Latin.

Professor Rice is a graduate of Harvard University, in the class of 1901. He spent the academic year 1901-02 as a student in the American School of Classical Studies in Rome. He received the degree of Doctor of Philosophy from Boston University in 1905. Professor Rice became a member of the Faculty of the College of Liberal Arts in 1902, and after serving as instructor for two years he was made an assistant professor of Latin, which position he held until his recent promotion to a full professorship. Professor Rice is a member of the Archaeological Institute of America and of the American Philological Association.

The annual meeting of the Massachusetts Society for the University Education of Women was held at the college Saturday, January 16, and the following officers were elected for 1910: president, Mrs. George Defren; vice-presidents, Mrs. H. O. Cushman, Mrs. Frank K. Nash, Mrs. William E. Huntington, Mrs. Charles H. Bonney, Mrs. Frank O. White, Miss Louise L. Putnam; secretary, Miss Isabel P. Rankin; treasurer, Miss Grace B. Day, '95; auditor, Mrs. Herbert C. Clapp. Mrs. Lyman C. Newell, '90, was reappointed chairman of the Beneficiary Committee.

The attendance in the College of Liberal Arts for the present year is 714, divided as follows: Seniors, 71; Juniors, 69; Sophomores, 98; Freshmen, 112; Specials: enrolled in the college only, 72; enrolled in Teachers' Courses, 149; enrolled in other departments, 148; total, 719. Deduct five names of students registered in both Teachers' and College Courses, leaving the net total 714.

Dr. John Eastman Clarke has been appointed Instructor in History in the College of Liberal Arts. Dr. Clarke is a graduate of Boston University with the degrees of A.B. '78 and Ph.D. '82. He studied one year at the University of Berlin, Germany, and spent another year in the Sorbonne, Paris. He has filled the following responsible positions: Head Master Lynn High School, five years; Head Master Chelsea High School, five years; Master in German, Penn Charter School, Philadelphia, five years; Head Master Gilbert School, Winsted, Conn., thirteen years. Dr. Clarke will give during the present semester the following courses in the College of Liberal Arts: Mediaeval History; Oriental History; European History of the Seventeenth and Eighteenth Centuries.

Mr. James M. Dearborn has been appointed Assistant Librarian of the College of Liberal Arts. Mr. Dearborn is a graduate of Wesleyan University, class of '02. During the years 1903-04 he was a graduate student in Columbia University. At the time of his appointment to Boston University he was a member of the Senior class of the New York State Library School, Albany, N. Y. Mr. Dearborn takes the place of Mr. George F. Strong, whose appointment as Assistant Librarian was noted in the October issue of BOSTONIA. Mr. Strong has received the offer of a position as Librarian of Western Reserve University and has begun his new duties. His term of service at Boston University, though brief, was notable for the trained skill which he showed in so arranging and classifying the college library as to make its resources available to all who use these books.

A social gathering of Boston University graduates was held recently at the home of Mr. and Mrs. J. F. Sutton, Worcester. This gathering was the outcome of a movement to organize the Boston University graduates in Worcester. A committee consisting of Miss Elizabeth E. Peirce, '03, and Mr. C. W. Wilder, '99, was appointed to devise plans for a permanent organization. The following graduates of the University were present at the gathering: Misses Hope G. Robinson, '04; Florence N. Flagg, '99; Evelyn A. Howe, '98; A. Mae Lawrence, '98; Elizabeth E. Peirce, '03; Rev. Arthur Wright, '01; Rev. John E. Charlton, '04; Mr. Charles W. Wilder, '99; Rev. Benjamin W. Rust, '04.

At the annual Klatsch Collegium held Friday, March 18, Leon E. Baldwin, '97, sang several selections, and Mrs. E. Charlton Black read Keats's "Ode to a Grecian Urn," Fawcett's "Other Side of the Moon," Aldrich's "Pauline Pavlovna," the Quarrel Scene from "The School for Scandal," and two scenes from "The Dolly Dialogues," by Anthony Hope. The patronesses were Mrs. William E. Huntington, Mrs. James Geddes, Jr., Mrs. E. Charlton Black, Mrs. William M. Warren, Mrs. Lyman C. Newell, Miss Helen L. Blackwell, Mrs. John P. Marshall, Mrs. Alexander H. Rice, Mrs. Norton A. Kent.

Among the important engagements which Professor F. Spencer Baldwin has recently filled are the following: Last December he filed with the clerk of the House the Report of the Commission on the Tax Laws, of which he served as secretary. On the fifteenth of January he put in the Report of the Committee on Old Age Pensions, of which also he was secretary. On the twentieth of February he gave an address before the Boston Young Men's Christian Union; in this address he recommended pensions for city employees and the establishment of a pension system for employees by a co-

operating contributory system between employers and employees; but he opposed any general pension system or any scheme of compulsory insurance. On the twenty-fifth of February he spoke on the question of a State income tax at the dinner of the Reform Club at Young's Hotel in Boston. On the twenty-eighth of March he lectured at Harvard University before the Seminar of Economics on "Old-Age Pensions." He will contribute by request an article to the *Quarterly Journal of Economics* on this subject. He contributed to the March number of the publications of the American Statistical Association an article on the statistical aspects of the investigation by the Massachusetts Commission. He has also been engaged by the Chamber of Commerce to represent that body at the hearing before the Legislative Committee on the tax bill providing for amendment of the State Constitution. He has been appointed secretary and chief investigator of the Commission recently created by Governor Draper on the cost of living.

Since the beginning of the present academic year the following associations not directly connected with Boston University have held gatherings in the College Building. October: 8 and 9, Association for Colleges and Preparatory Schools; 21, Circolo Italiano. November: 10, Annual Meeting of the Associated Charities; 11 and 12, Massachusetts Sunday School Association; 13, New England Association of Chemistry Teachers. December: 11, New England Association of Teachers of English; 11 and 18, Association of Chemistry Teachers; 13, 14, 16, 18, and 20, School of Expression; 22, Conference of College Presidents and Others on University Extension. January: 6, Boston Homœopathic Society; 8, 15, and 22, Association of Chemistry Teachers; 12, School Voters' League; 13, Private School Teachers' Association; 13-15, Child-Labor Conference; 15, Massachusetts Society for the University Education of Women; 18, Circolo Italiano. February: 1 and 15, Circolo Italiano; 5, 19, and 26, Association of Chemistry Teachers; 10, Private School Teachers' Association; 19, New England Modern Language Association. March: 1, 15, and 29, Circolo Italiano; 5, 12, 19, and 26, Association of Chemistry Teachers; 19, New England Association of Teachers of English; 19, Massachusetts Council of Education. April: 2, Association of Chemistry Teachers; 9, College Entrance Certifying Board; 14, Private School Teachers' Association; 16, Modern Language Association. May: 12, Private School Teachers' Association.

Dr. George Howard Fall, '83, Lecturer on Political and Jural Institutions in the College of Liberal Arts, was elected mayor of Malden at the last municipal election. He delivered his Inaugural Address on Monday, January 3. The address, which is a model of clear, incisive English, has been published in pamphlet form.

On Friday, February 26, Dr. Charles A. Eastman, a graduate of the School of Medicine, class of 1890, delivered, in Jacob Sleeper Hall, a lecture entitled "The Real Indian." The lecture was under the auspices of the Tri Delta Fraternity, and the proceeds were devoted to the increase of the History Professorship Fund.

The Employment Bureau of the University reports that from the beginning of the academic year until March first, 1910, the following positions have been filled: College of Liberal Arts, men, 262, salaries \$5,870; women, 91, salaries \$3,950; School of Law, positions filled, 67, salaries \$4,650; School of Theology, positions filled, 34, salaries \$1,050; School of Medicine, 4, salaries \$250. Total number of positions filled 458; total amount of salaries, \$15,770.

On Thursday afternoon, March 17, for the benefit of the Gamma Delta Society, Mrs. E. Charlton Black, Snow Professor of Elocution, read Ibsen's powerful drama "The Master Builder" at the residence of Mrs. Mary Morton Kehew, on Chestnut St. The leading characteristics of Mrs. Black's work are the intellectuality and the imaginative vision behind the impersonation. The interpretation shows temperamental instinct and sympathy, held in poise by clear, penetrating, and pervasive intellect. The hearer is conscious of mastery of technique and of trained care for every syllable, but the interpretation owes its power and charm to the perfect balance of the intellectual, æsthetic, and emotional appeal.

Assistant Professor John P. Marshall was the organist with the Boston Symphony Orchestra at their concerts in the Academy of Music, Brooklyn, N. Y., February 25, and in Carnegie Hall, New York City, February 26.

Professor Marshall lectured at Hudson, Mass., on the thirteenth of January, in the High School Hall, on the "Appreciation of Music." He also lectured, on Saturday, March 19, before the University Club of Malden, on the subject of "The Opera 'Carmen.'"

Professor Marshall has been appointed organist of the First Church, on Marlboro St., Boston, succeeding Mr. Arthur Foote, who recently resigned. Professor Marshall began his services on the first Sunday after Easter.

Dr. Adeline B. Church, M.D., '79, a former member of the Faculty of the School of Medicine, gave a helpful and sympathetic talk to the young women of the college on Friday, March 11.

Room No. 34 (third floor) has been provided for the use of the alumni, and the members will find it a convenient place for committee meetings, reunions, and informal conferences.

President Huntington and Professor B. P. Bowne were among the speakers at the annual "Students' Night" of the Boston Methodist Social Union at Ford Hall, Boston, on Monday, February 21.

Mr. Orison Swett Marden, '77, has brought out a new book, "Do It to a Finish." He had the assistance of Margaret Connolly. The work is published by Thomas Y. Crowell and Co., New York. Price, 30 cents, net.

At the annual dinner of the Massachusetts Library Club at Copley Square Hotel, Boston, on Thursday, January 27, Professor E. Charlton Black delivered an address on "Libraries at Home and Abroad." This club is made up of the heads of the public and university libraries of Massachusetts.

Professor Lyman C. Newell read a paper on "Current Events in Chemistry" at the thirty-seventh meeting of the New England Association of Chemistry Teachers, which was held Saturday, February 10, at the Lowell Textile School.

On the afternoon of Friday, February 18, at the College Building, Dr. A. W. Weyssé addressed the Boston Biological Teachers' Club on the subject of "Marine Biological Stations," and showed a number of lantern-slides in illustration. After the lecture the members of the club inspected the laboratories and equipment of the Biological Department.

Professor M. L. Perrin gave on Thursday, March 17, an address in German before the *Bostoner Deutsche Gesellschaft* upon Lessing's "Nathan der Weise," as a preparatory study for the performance of the drama in Boston by the Irving Place German Theatre Co. of New York. The lecture was given in the large hall of Hotel Somerset. Professor Perrin was afterwards invited to deliver the same address at Wellesley College, as well as before the *Boston Turn Verein* and the *Boylston Schul Verein*.

Professor Norton A. Kent gave an account of his experiences in the Canadian Rockies at the social held, February 18, under the direction of the Young Men's Christian Association. The address was illustrated by stereopticon views made from photographs taken by Professor Kent.

Professor E. Charlton Black delivered an address on "Robert Louis Stevenson" before the Newman Club of Marlboro, on Monday, January 31. He also addressed the Brockton Teachers' Association, on March 16, on "Personality in Teaching."

The February *Atlantic* announced for an early issue an article by Professor Dallas Lore Sharp, entitled "The Clam Farm; a Case of Conservation."

On Monday, February 28, Mrs. E. Charlton Black gave, at the college, an address on "The Symbolist Movement in Literature," with illustrative readings from Stéphane Mallarmé and other authors.

Mr. Wm. B. Snow, '85, has been appointed a member of the Executive Committee of the Harvard Teachers' Association.

Mrs. Carolyn Strong Newell, '90, was elected president of the Malden (Mass.) College Club at the last annual meeting. This organization consists entirely of college women, and includes among its members the following graduates of Boston University: Ruth L. S. Child, '93; Harriet V. Elliott, '06; Mrs. Anna C. Fall, '83; Emma L. Fall, '06; Mrs. Anna R. Nickerson, '01; Ethel Rich, '07; Annie I. Ruston, '00; Mrs. Bloomie Crook Seaver, '91; Mrs. Clarence H. Staples, '00; Mrs. Edith McKeown Wilmarth, '91; Mrs. Augusta Farnum Clark, '07.

Mrs. Mary Kingsbury Simkhovitch, '90, is director of the Coöperative Social Settlement Society of the City of New York. She has issued, in pamphlet form, her annual report for the year ending Sept. 30, 1909.

Mrs. Eva Gowing Ripley, '92, was chosen a member of the Wakefield, Mass., School Committee at the March election.

Miss Clara H. Whitmore, '94, has brought out a work entitled "Woman's Work in English Fiction." The book is meeting with wide recognition among teachers and college professors; several of these have advised the adoption of the book for required reading in classes in English. Miss Whitmore is teaching English in the Curtis High School, New York. The work is published by G. P. Putnam's Sons, New York. Price, \$1.25, net. Postage, 15 cents extra.

Mr. Lorne B. Hulsman, '05, began, on the first of last January, his new duties as vice-principal of the Chelsea High School. For several years Mr. Hulsman had been principal of the Oxford (Mass.) High School.

Miss Ellen B. Esau, '95, is teaching French and German in the Mechanic Arts High School, Boston.

Mr. W. E. Leonard, '98, has been promoted to an assistant professorship of English in the University of Wisconsin. This promotion is a fitting recognition of Professor Leonard's loyalty to the University of Wisconsin in declining two flattering calls to prominent universities in other States. In another column of this issue of BOSTONIA will be found a review of Professor Leonard's new book, "The Poet of Galilee."

Miss Grace A. Turkington, '00, contributed to the Boston *Transcript* of Saturday, February 5, an article entitled "The Student's Union Club-house." Mrs. Edith Talbot Jackson, '83, is at the head of the house to which Miss Turkington refers in her article.

At the recent town election in Natick Mr. Albert A. Felch, '01, was reëlected to the School Board. His vote was the largest ever given a candidate for any town office in Natick in a contested election. He now begins his tenth consecutive year as a member of the Board; he has been chairman for the last two years.

Miss Eleanor Good, '01, is in charge of the Welfare Work at the Wm. Filene's Sons Company, Boston.

Mr. Leonard P. Ayres, '02, of the Russell Sage Foundation, gave four lectures before the students of the college during the month of February. The dates and subjects were the following: February 14, "Retardation among School-Children: Its Significance and Cure;" February 15, "The Relation of Physical Defects to School Progress;" February 17, "How We Are Assimilating the Immigrant Educationally;" February 18 (Stereopticon Lecture), "Some Solutions of the Backward-Children Problem through the Wider Use of the School Plant."

Mr. W. I. Bullard, Ex. '05, has been recently elected mayor of Danielson, Conn.

The Chemical Museum has received the following gifts: three specimens of vanadium ore from the Vanadium Sales Company of America; two specimens of aluminium ore and twenty varieties of fabricated aluminium from the United States Aluminium Company; fifteen samples of petroleum and petroleum products from the Standard Oil Company; eighteen samples of brines, by-products, and sodium carbonate from the Solvay Process Company of Syracuse, N. Y.; twenty samples of fats, glycerine, stearine, and soap from the Proctor and Gamble Company of Cincinnati, O.; five specimens of limestone and cement from the Atlas Cement Company; two specimens of crude and refined sodium nitrate and fifty lantern-slides from William A. Myers, New York; one sample of crude French bauxite from the Merrimac Chemical Company, Boston; five varieties of borax from the Pacific Coast Borax Company; two specimens of graphite ore and a mounted set of articles illustrating the manufacture of lead-pencils from the Joseph Dixon Crucible Company, Jersey City, N. J. Several of these donations were accompanied by illustrated literature.

On Thursday, March 10, Professor F. Spencer Baldwin delivered an address on "The Civic Outlook" at the annual banquet of the men's club of the Flint Street Church, Somerville. On Tuesday, March 22, he gave an address on the same subject before the Commercial Club of Brockton.

Mr. Fred H. Lawton, '02, is special agent for the Colonization Department of the Canadian Pacific Railway. His office is in the Tremont Building, Boston.

On Friday, January 14, Mrs. Charlotte Barrell Ware, '85, gave an address before the Gamma Delta Society, in the College Building. She took as her theme "A New Occupation for College Women." In her address she recounted her personal experiences in successful dairying.

Dr. Charles D. Jones, '86, was reflected secretary of the University Club of Malden, Mass., at the last annual meeting. Other Boston University representatives are Hon. George H. Fall, '83, and Professor Lyman C. Newell.

SCHOOL OF THEOLOGY.

On the thirtieth of March Professor and Mrs. A. C. Knudson sailed from New York for Europe. They expect to travel, and Professor Knudson will spend a good part of his vacation in research work at Berlin. They will return in time for the opening of the fall term.

The Jacob Sleeper Fellow for the School of Theology for the next academic year is the Rev. Edgar S. Brightman. He was born Sept. 28, 1884, at Holbrook, Mass. His father, Rev. George E. Brightman, was a member of the New England Southern Conference. Mr. Brightman received his common-school education in Southern Massachusetts and in Connecticut. In 1901 he entered the Whitman High School, completing the four-year course in three years. After several years in business he matriculated at Brown University, graduating with the class of 1906. Mr. Brightman was elected to the Phi Beta Kappa Society in his Junior year. After graduation he spent two years in graduate work, and was appointed Assistant in Greek and Biblical Literature; he received the degree of A.M. in 1908. He entered Boston University School of Theology the same year, and at the time of his election to the fellowship he was a member of the Senior class. He has had two pastorates,—one at Wickfield, the other at Cohasset. Mr. Brightman will begin his study abroad at the University of Berlin.

The students at the School of Theology have been favored recently with addresses by Professor Shailer Mathews, of Chicago University; Professor Morris Jastrow, of Pennsylvania University; and Dr. Georgio Bartholi.

"Students' Night" of the Boston Methodist Social Union, always an event with the theological students, proved this year to be a gathering of unusual interest. The presence of a hundred Harvard Methodist students who, with the theological students of Boston University were guests of Mr. Roswell R. Robinson, added new interest. The addresses, reported in full in *Zion's Herald* of March 2, were all exceptionally good. Professor Bowne was the principal speaker. President Huntington was very felicitous in his brief remarks. Other speakers were Dr. Thomas Nicholson, of the Board of Education, Rev. N. E. Richardson, of Epworth Church, Cambridge, and

Mr. E. H. Gibson, for the School of Theology. President Huntington's warmly appreciative note to *Zion's Herald* expressed the universal sentiment. Professor Bowne's address has attracted wide attention and has been extensively quoted in many periodicals.

SCHOOL OF LAW.

Dean Bigelow will soon conclude his course of lectures on Legal Education. The fundamental idea of the course (the sub-title of which is Mental Economy in the Law School; the Problem of Unnecessary Waste of Mental Energy) is the unity of the subject-matter of legal education. The course is intended to show that the only way to prevent waste of mental energy is to direct effort on lines of unity, that unity is a more fundamental conception than differentiation, and that a habit of looking at things in that way should be implanted in the mind. In a word, the subject is the problem how to think. In the Foreword to the new catalogue of the Law School the idea is put thus:

"1. Education in this Law School is based upon a distinct conception — that of the unity of the subject-matter of education, division of the work being arranged accordingly. The purpose is to establish in the student a habit of regarding that which is common to the different branches of the work as fundamental; that which makes for distinction or difference being held subordinate to that which is common to all.

"2. The lines of work converge upon Sovereignty, as the expression of this Unity."

Messrs. T. H. Flood & Co., law publishers of Chicago, have recently issued a case-book on Equity edited by Professor N. T. Abbott, of the Law School Faculty. The cases are selected from the leading authorities in America and England, illustrating the application of the principles of equity jurisprudence and trusts. The book is designed to assist the practitioner as well as the student, by giving him a comprehensive view of how the underlying principles of this great system of law are applied by the leading courts to the various sets of facts brought before the Equity Court.

The book has been highly commended by professors of law and judges of Supreme Courts, and has been adopted by the Iowa College of Law and by Drake University. It will be in use in various other law schools in the near future.

Professor Abbott is at present engaged in writing a new text-book on Contracts, to appear some time this summer. The new book is designed to present a theory of the subject Contracts, but not to be an encyclopedia or a digest. It is hoped that the volume when published will give the student or the practitioner a clearer idea of the fundamental principles of the law of contracts and of their application.

Callaghan & Co. have recently issued the second edition of "Elliott on Municipal Corporations." This edition has been revised and enlarged and partly rewritten by Assistant Professor John E. Macy, of the Faculty of the Law School. In preparing this edition the main endeavor has been to make a complete revision and rearrangement of the book, and such substitutions and additions as appeared likely to improve it for the use of students. In revising the text, many alterations have been made,

sentences and clauses have been omitted and added as seemed necessary to secure a greater accuracy and smoothness, or clearer elucidation. The order of arrangement has been radically changed to correspond with the order which has seemed most desirable in view of the experience of some who are engaged in presenting the subject at law schools.

The recently issued catalogue of the Law School shows an increase in the registration over that of last year. The total enrolment of the school year 1908-09 was 283; the total enrolment of the present school year is 309.

A series of three lectures on "The Trial of Causes" was recently given by Mr. Walter I. Badger, of the class of 1885. Mr. Badger in these lectures gave to the student body practical instructions as to the conduct of a case, from the time the case is received until the decision is rendered. The course was largely attended, and was most helpful to the entire student body.

SCHOOL OF MEDICINE.

Delta Chapter of Alpha Sigma Fraternity held its first annual entertainment on Monday evening, February 21, at the Medical School. The entertainment is an innovation and was a pronounced success. The MacWatters Quartette of the Theological School, assisted by Mrs. Irene Speth Thomas, presented an exceptionally good program. Mr. Wm. E. Thomas, baritone, gave several selected readings, that were received with much appreciation and applause.

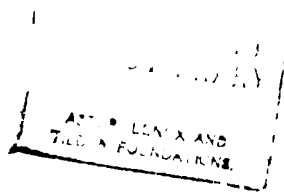
The committee in charge was as follows: R. Jacoby, Jr., E. D. Lane, and H. C. Ulrich, chairman.

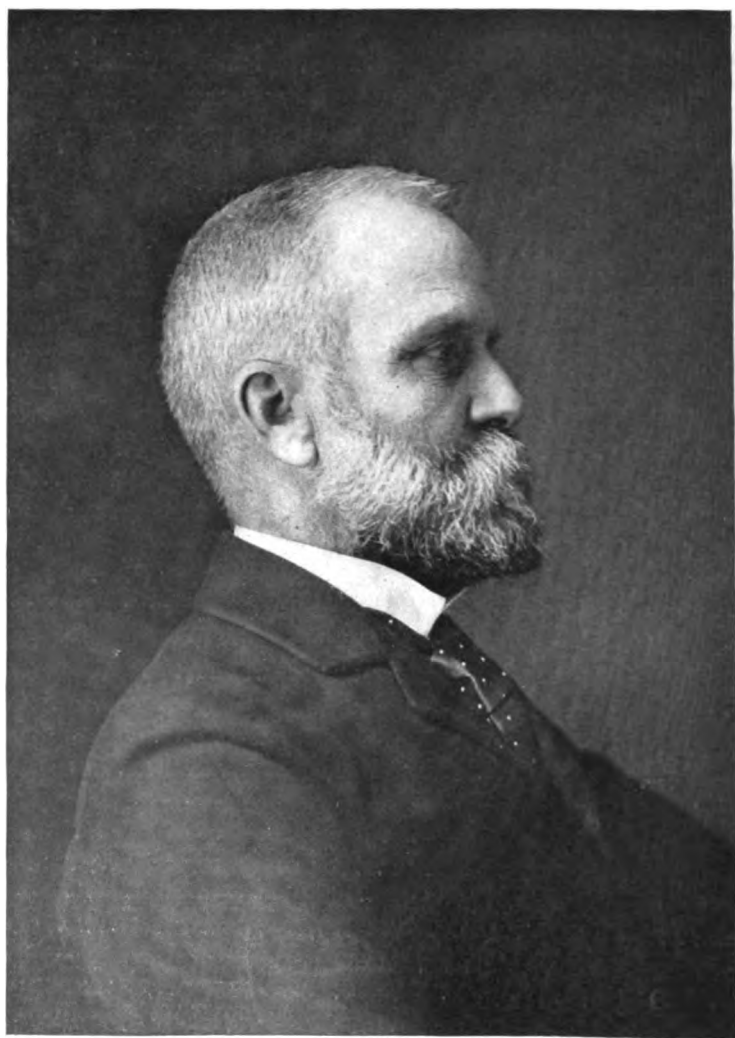
Governor Draper has appointed Dr. William H. Watters Associate Medical Examiner, to fill the vacancy caused by the promotion of Dr. Timothy Leary to Medical Examiner. Dr. Watters has been connected with the Faculty of the School of Medicine since 1900, in which year he was appointed Instructor in Pathology and Pathological Anatomy. He was promoted to a full professorship in 1904. Dr. Watters received his academic and professional training at St. Francis College, Canada, Stanstead Wesleyan College, McGill University, Boston University, and Harvard Medical School. He also studied at the University of Birmingham, and he carried on post-graduate work at Glasgow University.

Dr. William F. Wesselhoeft, Associate Professor of Surgery, has been spending some weeks in Bermuda, on account of ill health; but he has now returned to Boston and resumed his practice and his service at the Massachusetts Homoeopathic Hospital.

Dr. Wesley T. Lee, Lecturer on Theory and Practice, has been elected to the Board of Health of the city of Somerville.

Dr. Samuel E. Fletcher, class of 1892, was recently elected mayor of Chicopee, Mass., in which city he has been in practice since his graduation.





BORDEN PARKER BOWNE

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BORDEN PARKER BOWNE.

Mary Cowell Ham, '95.

[From the *New York Nation* of Thursday, May 26.]

THE deep, quiet devotion of the "great teacher" to one of the less prominent institutions, which younger men are so often pitifully but honestly unable to comprehend, was strikingly characteristic of the group of men who served Boston University almost from its inception. Their academic creed was the transcendent belief that "it is beautiful simply to know things."

And it is no vain and gratuitous lauding *temporis acti* that insists on remembering the splendid enthusiasms, the unflinching stimulus to the eternal questioning, the almost apostolic fervor for teaching as an art, which they incited.

Of the three who have but recently ceased to teach, Professor Augustus H. Buck, now in voluntary retirement in the Germany of his youthful university days, was for more than half a century, most of that time at Boston University, a teacher of truly inspiring type. So careful for the nice balances of the letter that he never let the smallest "particle" of his loved Greek go

untranslated, he could, too, by his own impassioned interpretation, rouse the most stolid Freshman to grasp something of the spirit of Socrates's sublime Apology; and even with hurdy-gurdies and florists' windows to create the illusion, he made Theocritus and the lyric fragments the joy of a Senior springtime and a memory forever to be loved and forever fair.

The late Professor Thomas Bond Lindsay was a master of the art of coördination, and, whatever the Latin text studied under him, all literature was its commentary. So Lucretius brought to many the first real grappling with Whence? and Whither? Such a teacher could show the agonized vision of doubt behind the insidious melody of the "Rubáiyát" and in the laborious embroidering, in sombre richness of color, of the theme of "In Memoriam." William Watson, in that first outpouring of real achievement and ringing verse, served to give present significance to Juvenal's scorn and Perseus's ire by means of "The Things that Are More Excellent."

The recent death of Professor Borden Parker Bowne, whom the academic world knows best by his philosophical writings and public addresses, brings to his pupils an intensified realization of the compelling personality of the teacher. They recall gratefully his encouragement to those who would enter the vastnesses of Thought and who learned from him that happiness is surely in travelling hopefully.

Compelled for many years to furnish lectures on the Philosophy of Theism as a prescribed course for students of varying training and receptivity, he inevitably remained unknown to many younger, awe-inspired students; but he was greatly loved and sought as adviser by others. He could not, however, without sacrilege, be called popular with the ordinary connotations of that word. That he could so persistently take his philosophic view from the angle of theism was cause for wonder to some who follow the changing fashions in philosophical nomenclature and find an apologetic appearance in a previous decade's styles. His was a mind to prove all things; but his very conservatism helped his gift for emphasizing the few things that are really good and to be held fast.

On the margins of class-books, especially the "Ethics," I find pencilled epigrammatic sayings of the author-lecturer, elaborating and illustrating his text. They bring back the invariably gentle voice and the inscrutable smile that could rebuke the hollow sophistries of the unthinking and clamorously insistent youth with Xavier de Maistre's "*On voit bien, excellent jeune homme, que vous avez dix-huit ans; à quarante je vous attendrai.*" There was infinite patience with ignorance, but a certain bitterness in the protests against the limitations of rigid, unreasoning theological bias, against the

foolishness and mental vanity of half-way knowledge, and the inanity of the "well-intentioned." He could condemn without vehement denunciation. "It's the easiest thing in the world to denounce somebody," he said, long before muck-raking became pleasant and profitable. In the marginal notes are found the following:

"The ease with which persons are injured varies inversely as their intellectual development."

"Pretty much everything in this world is an edge-tool, and fools among others exist at their own peril."

"It is becoming less and less a world in which fools can live in safety."

"The chief mark of the fool is that he is clamorously delighted over nothings."

Referring to a certain kind of self-imposed mental misery over remote ills, he said, "We could not distress ourselves if we would over some indignity in South Africa." Much of our seeming hypocrisy, however, he deemed merely "handy remarks to make under the circumstances;" and the note adds, "'I'm glad to see you — ' as glad as the occasion demands." Many of the apparently hard sayings of Professor Bowne were directed against the elusive disguises of a perennially recurring Phariseism, and the subtle settling with conscience that leads to various schemes of so-called altruism (really a "wise selfishness at best," as he called it). Thus:

"It is selfishness that most makes for righteousness, and justice is the second choice of the many."

"We have no revelation as to the bearing of to-day's activity upon the twentieth generation to come."

Many of the workers in the slums and settlements where he occasionally lectured he declared to be self-deceived as to motive and results; and time has shown that the self-development of the worker is the most tangible result in many cases, although the neighborhood settlement remains the best of a poor array of social palliatives. Much of our current generosity he termed "pathologic," and with the much-organized report-writing charities in the early days, at least, he lost patience. "I abominate," he said, "all general philanthropies. The natural selfishness of the race is safer on the whole than our philanthropy." Again, "The great bulk of humanitarian effort is lost objectively." A very "successful" East Side minister recently made the same admission, despairing of the great waste of individual endeavor. From certain kinds of inflammatory preaching which advocated useless sacrifice of the individual, Professor Bowne found safety in the apathy of congregations. "Much of the preaching would be calamitous if it were not

for the dulness of those who listen." No one was more of a temper to quote, as he used to do:

"Tho' love repine and reason chafe,
There comes this voice without reply:
'T is man's perdition to be safe
When for the truth he ought to die."

But against offering this gospel as "an equation of happiness" no one could protest more vigorously.

In answer to the objection that woman suffrage, "like popular suffrage, has fearsome possibilities," there is found the note: "Logic leads to the abysses." No saner, more temperate consideration of that burning issue could be found, by the way, than the brief page or more in his "Principles of Ethics."

He was fond of emphasizing the "Function of Illusion in Life," and his little allegory, noted merely as pleasing, takes on rich meaning after years: "If it were not for the rainbow, we should not get on. We follow the gleam; at first we misinterpret it; we live by it, eventually." His life and temperament ever exemplified belief in his own words, "This world is full of possible beauty," and "The joy of living cannot be separated from the joy of knowing." Those who knew him will recall how often those words, "the joy of knowing," were on his lips, and that other phrase, "a common faithfulness," for which he pleaded with the intense conviction that it was the sum of life, learning, and all endeavor.

In the undergraduate days, when life needed not philosophy to make it tolerable, his hearers admired his brilliancy, serenity, and conviction; when the problem became real for them, inextricably bound up with the value of life, they remembered his teachings. Greater monument could no teacher have.



The memoirs of Professors Borden Parker Bowne and Thomas Bond Lindsay, by Professor F. Spencer Baldwin, Mrs. Amy Wales Bullock, and Mr. William Fuller, found on pages 5-14 of this issue of BOSTONIA, were read at the Phi Beta Kappa Memorial Service in Jacob Sleeper Hall on Friday, May 27.

BORDEN PARKER BOWNE, THOMAS BOND LINDSAY: A PERSONAL TRIBUTE.

Professor F. Spencer Baldwin.

I CAN conceive of nothing that would have been more displeasing to the two men whom we have met to-day to commemorate than the thought that their passing would furnish occasion for fulsome eulogy of the conventional sort. Both these men were lovers of truth and haters of sham. Any note of post-mortem oratory would therefore be most inappropriate at this time. I shall try to pay a simple tribute of sincere appreciation of their worth and work.

Perhaps I may be pardoned for saying a personal word concerning the peculiarly varied nature of my relations to these two men. I knew each of them, first as teacher, later as colleague, and finally as friend. The influence that they exerted upon my life through this threefold association was incalculably great. What I owe to that influence is too large a debt to estimate.

In what I shall say this afternoon concerning Bowne and Lindsay I shall not attempt to present an estimate of their services as teachers, their professional attainments, and their careers in general; I shall merely touch upon some of the personal characteristics that most impressed me in my association with them. I shall do this in an intimate and informal way, after the fashion of our own daily intercourse.

The names of these two teachers were among those that were familiar to me before I came to Boston University in 1884. Indeed, they were among the great names that had worked upon my youthful imagination in the preparatory school. One of the Latin classes in the old academy that I attended was studying Cornelius Nepos in Lindsay's edition. I recall reading the name of the editor with great awe, and wondering whether I should ever be able to pass a Latin course under a real scholar who could make a book. My father had in his library at that time a copy of Bowne's *Metaphysics*. I dipped into the book one afternoon, and the contents struck terror into my young soul. I felt quite sure that, whatever I might be able to do in the college Latin courses, I should never be able to fathom the mysteries of this man's philosophy.

I remember vividly my first college recitation in Latin, and the impression made upon me by Lindsay,— his youth, his vigor, his enthusiasm, his versatile methods of instruction. For the first time the dead language be-

came alive for me. I have never known an instructor in the languages who could combine more effectively the letter of exact scholarship with the spirit of literary appreciation. The new delight in the study of the classics which Lindsay and that other incomparably unique personality, Augustus Howe Buck, opened up for me was the chief inspiration that lightened the inevitable grind of my Freshman year. My later studies carried me far away from the classical moorings, but I never lost the respect for classical scholarship and for the educational value of the classical curriculum which I gained under the instruction of these great teachers.

I must confess frankly that my undergraduate experience with Bowne was less inspiring. I never lost the early fear bred in me by the college tradition of his unapproachable eminence as a scholar and his sarcastic propensities in the classroom. Even as an undergraduate, however, I got in his courses the first solid grounding of religious belief, which up to that time with me had been merely conventional and imitative. Under his instruction, also, I learned to think, after a fashion, not by the picture method, but in definite concepts. I fancy that most undergraduate students come only in later years to appreciate the enormous value of Bowne's philosophy in their intellectual and spiritual development. That was certainly the case with me.

In reflecting upon the personalities of these two men, I have been struck with the fact that, different as they were in many respects, they nevertheless possessed certain fundamental characteristics in common. The foremost of these is what I should call intellectual honesty, or integrity. They both had a habit of looking things squarely in the face, and drawing conclusions with fearless directness. Neither would tolerate an opinion, an argument, or a theory that failed to square with fact and reason. A certain type of academic mind appears to delight in self-deception, habitually bolstering up preconceived opinions by ingenious manipulation of facts. This habit of mind was absolutely foreign to Bowne and Lindsay. There was no trace of equivocation or of compromise in their mental processes. They were strictly honest with their own minds, and consequently honest with their students, their colleagues, and their friends. At the same time, they were gifted with unusual analytical powers. The result was a striking quality of finality and decisiveness in their opinions. There was no doubt, uncertainty, vagueness, or haziness about their conclusions on any subject. Their ideas were bounded and charted with absolute precision. Everything was clean-cut, straightforward, downright, and unmistakable. The remark which Bagehot applied to George Cornwall Lewis describes the type of mind which they possessed: "Of course he was not uni-

formly right,—there were some kinds of facts which he was by mental constitution not able wholly to appreciate,—but his view of every subject, though it might not be adequate, was always lucid. His mind was like a registering machine with a patent index: it took in all the data, specified, enumerated them, and then indicated with unmistakable precision what their sum total of effect precisely was. The index might be wrong; but nobody could ever mistake for a moment what it meant and where it was." It followed, as a matter of course, from these mental traits and habits, that Bowne and Lindsay exhibited always complete independence, or self-dependence, of judgment. They never followed blindly either precedent or authority. Their decision on any issue was their own. It was for this reason, I think, that their remarks in Faculty meetings always commanded the profoundest respect. In listening to them one felt always that the view set forth was that of an honest and independent mind passing upon the question without favor or prejudice.

Another common characteristic of the two men was their intense interest in the life of to-day. They were modern men in the finest sense. The one a classicist, the other a philosopher, they maintained, nevertheless, a close contact with things as they are. They were scholars, but not schoolmen. There was no trace of academic aloofness and remoteness in their attitude toward men and things. I have often heard Lindsay quote the words of Terence: "*Humani nihil a me alienum puto*;" and it was from Bowne, I think, that I first heard that virile saying of Goethe: "*Im vollen Menschenleben sollst du greifen; wo du es jachst—da ist es interessant*." Each of these men, furthermore, had a rare sense of humor—a quality indispensable to a well-balanced personality. I recall, as a young instructor, seeing them lock arms and walk down the corridor of the old college building, delightfully exchanging jests in German. The discovery of a brand-new story filled each of them with joy. They were both accomplished masters of the fine art of the raconteur.

Possessing this rare combination of mental and temperamental gifts, Bowne and Lindsay were naturally most companionable. They possessed the composite virtue which the Germans call "*Gemueth*," for which, unfortunately, we have no name in English. I have seen each of them hobnob with a coachman on terms of perfect good fellowship. They were aristocrats at the core; but a genuine aristocrat is always essentially democratic.

It followed naturally that both these men were confirmed optimists. They had an unshaken faith in the essential goodness of human nature, a firm belief in the gradual betterment of the world. Indeed, no strong mind

that keeps in close contact with life can be pessimistic. It requires either a weak mind or a detached existence to make a pessimist. One of Bowne's last addresses dealt in a strikingly original way with the theme that the world is growing better, and some of his illustrative and epigrammatic sayings in that address were quoted widely in the daily press.

This quality of optimism was combined, furthermore, in the case of both men, with extraordinary powers of sarcasm. The combination is unusual, but on the whole a happy one. The optimistic and the sarcastic tendency mutually supplement, check, and correct each other. Neither Bowne nor Lindsay was in the slightest degree misled, unbalanced, or embittered by his sarcastic bent. Both men had a keen scent for sham and cant, and used their powers of sarcasm in deriding these detested things. They had, furthermore, an honest contempt for all that savored of duplicity, indirection, or unfrankness, and they could visit withering scorn upon the man who exhibited these traits.

Finally, I wish to pay tribute to the calm courage and almost stoic self-control with which Bowne and Lindsay met the ills, shocks, and disappointments of life. These men consumed their own smoke. They never thrust their troubles upon their friends. They bore every lot that came to them with perfect tranquillity. To the end they did their work and held their peace. I like to think of them as passing into the great company of immortals by natural right of the elect — even as in the daring vision of the master poet:

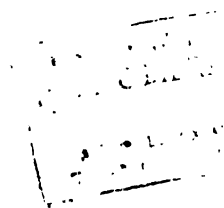
"To these who are cleansed of base Desire, Sorrow, and Lust, and Shame

Borne on the breath that men call Death, my brother's spirit came.

"He scarce had need to doff his pride or slough the dross of Earth —
E'en as he trod that day to God so walked he from his birth,
In simpleness and gentleness and honour and clean mirth.

"So cup to lip in fellowship they gave him welcome high
And made him place at the banquet board — the Strong Men ranged thereby,
Who had done his work and held his peace and had no fear to die.

"Beyond the loom of the last lone star, through open darkness hurled,
Further than rebel comet dared or living star-swarm swirled,
Sits he with those that praise our God for that they served His world."





THOMAS BOND LINDSAY

PROFESSOR T. B. LINDSAY.

FROM THE STUDENT'S STANDPOINT.

Amy Wales Bullock, '98.

GEORGE MEREDITH, in his poem called "A Faith on Trial," speaks of the "disciplined habit to see." If we consider carefully the aim of all education, do we not find it is, to a large extent, the training of the bodily eye, the mental eye, and the eye of the soul, that each may acquire this disciplined habit of sight?

The little child at school is taught to look now at this object, now at that. He becomes familiar with limited and detached areas, having apparently no connection one with another. Later, possibly in the High School, he may become dimly conscious that these areas, familiar to his sight, have some vague, underlying connection with one another; but wherein this connection consists, or what is the relative position of these small, visible areas, he still does not understand.

Some day he awakes, as if transported to a hill-top while still sleeping, and beholds close in the foreground all these small, known areas revealed clearly in their relative positions; while beyond them stretches the fair land of all human knowledge — not as clearly seen, but inviting and alluring even to the far horizon, where lie mountains veiled in mist. This mental awakening comes usually to the college student, sometimes very early in his career, sometimes not until it is nearly over.

I feel sure that those of you who as students came under the intellectual guidance of Professor Lindsay realize, as you look back upon your college experience, how large a share he had in arousing in you the desire and the power to acquire the "disciplined habit to see," and to see in true relations and broad outlines. For no matter what the particular passage of Latin or Sanskrit might be that was under discussion, at the end of each recitation he had brought it into relation in some essential and vital way with his students' general knowledge, or with some of the other subjects of their college course. There was never any danger of acquiring under his instruction the specialist's short-sightedness or disregard for all aspects of truth save that with which he is himself concerned.

A few of us under his guidance have been delighted listeners to Goethe's conversations with Eckermann; have had our first lessons in æsthetics from Lessing's "Laokoön;" and beheld in the mirror of Faust, as he showed it to us, the image of all human life, and heard that great pæan of the awakened

human soul, "*Erhabner Geist, du gabst mir, gabst mir alles warum ich bat.*" Many more of us have walked with Horace through the crowded streets of Rome, striving to avoid the ubiquitous bore. We have watched with deepening interest the stately ship of the commonweal in her glorious struggle to reach the harbor's safety. We have journeyed with that genial traveler from Rome to Brundisium, and laughed and sighed with him on the way. We have heard Juvenal pour forth the torrents of his righteous wrath against the vices of corrupt Rome. We have loitered with Catullus on his lovely "*pæne-insula*" of Sirmio, and heard that sad, sweet cry of the sorrowing heart, "*Frater, ave atque vale.*" Do you not remember how breathlessly we listened to the noble Latin lines of Lucretius, so worthily read, and watched those expressive hands, as they pictured to us the multiform atoms in their kaleidoscopic dance, and showed how the possibility of an infinitesimal variation of an atom's course made all the difference between free-will and determinism to the mind of the great Epicurean — and for the time being, at least, to our minds also?

Are not these the things we think of first, rather than the grammatical training or the sound literary criticism that were such large features of his teaching? And the reason for this, I take it, is the vitalizing and visualizing power of his intellect,— the power of bringing things close, showing them clearly, and making them live to the minds of his hearers. And so it is not strange that the subject-matter and the meaning of what he taught comes to our minds first in retrospect, rather than the style or grammatical means by which the result was reached.

But after more minute examination of our remembrance we find that the clear philological groundwork and the sound grammatical teaching are there to fill in the outlines of the picture. And surely the teaching of philology became in his hands a fine art. Just as a geologist might take a pebble and from its structure and contour set forth its history, so he would take some common word and show through what transformations and by what migrations it had reached its present form. The magic of his teaching made the adventures of an Aryan root in Sanskrit or Greek or Latin as fascinating as the adventures of the characters in a fairy-tale. His grammatical teaching was the teaching of fundamental principles and their various applications, not of hundreds of minor technical rules. To the student just arrived from a preparatory school, where a parrot-like glibness in the repetition of these special rules — sometimes even giving their numbers in Harkness' or Allen & Greenough's Latin Grammar — passed for thorough knowledge, this deeper but apparently looser method was disconcerting, to say the least.

A principal of one of these preparatory schools once said to Professor Lindsay, "We build up this beautiful structure of rules which we call Latin Grammar, and you proceed at your first opportunity to topple it over, like a house of cards." But if he did destroy it, it was only to build a firmer, simpler, and more lasting structure in its place.

His criticism of literature was always keen and interesting, and led his students to think and judge for themselves. For instance, when William Watson's first book of verse appeared, with its highly finished quatrains, while he admired these greatly, he said: "In a young writer's work it is better to have more strength and less polish; you can always polish strength, but you can't strengthen polish." If he found that one of his students disagreed with him on any point he always gave him the freedom to say so, and gave him a fair and impartial hearing. If he were convinced that in any least point the student saw more clearly than he, he would generously acknowledge this. If at any time he was asked a fair and pertinent question which he was unable to answer he always declared definitely that he did not know, and never attempted either evasion or subterfuge. Nor did he ever use his vast knowledge to overawe his students; rather, all except what was of immediate application was so modestly kept in the background that it is only in retrospect that they realize the intellectual wealth that was put at their service, the result of his years of study and reading.

He had no impatience of that intellectual forwardness and self-assurance on the part of certain students which many teachers find so trying, provided there was real mental strength and activity behind it. But any empty and undue swelling of the intellectual parts was sure to shrivel and disappear when pricked by the needle-point of his wit.

If Professor Lindsay had written a book to explain his ideals of the teaching of languages it would have been most instructive, interesting, and enlightening. This he did not do. We can, however, form some idea of what such a work would have been. It would have been a more modern, a democratic, and American, and possibly a more scholarly version of D'Arcy W. Thompson's "Day-dreams of a Schoolmaster" — a book which he greatly admired and often advised those students who were to teach languages in the future to read carefully and ponder long.

Among his theories which were unconnected with his own particular subject or literature in general were that concerning heredity, of which Mr. Percival Lowell has spoken, the theory that the attraction of the moon is really not a sufficient explanation of the ocean's tides, and that of the spiral course of human progress and civilization. This last he often expounded,

always with the use of those expressive, illustrating hands: how civilization in its onward movement seems ever to be approaching a point already covered, but on closer examination it appears that the curve is greater and the plane higher than ever before.

Certain things Professor Lindsay required of his students,— an enlightened common sense, an interest in the work in hand, a certain amount of that keen, unspoiled intellectual curiosity which he himself had in such large measure, an open mind, and willingness to lay aside all intellectual prejudice. And to those who met these requirements to the best of their ability he gave freely, continuously, and ungrudgingly. How great would be the loss of each one of us if from what we count our intellectual treasure were to be taken all that we received from this abundant giving! We, his students, can offer no more fitting memorial to his memory than to realize the truth of this.

There are two great types of the believing intellect. The one, having faith in the fundamental unity at the core of the universe, takes this for granted, and finds its interest and delight in the multiform outward expressions of the inner spirit. To the other type, the outward manifestations are of interest because they lead to the understanding and realization of this fundamental unity. The two great teachers whom we remember to-day, lost by our University in one short year, are examples of these two types,— Professor Lindsay of the former, Professor Bowne of the latter. We who as students have learned from both offer our heartfelt thanks to each, and greet each in turn with the cry, "*Ave, Magister, ave atque vale!*"



THOMAS BOND LINDSAY AS A PERSONAL FRIEND.

William Fuller,

Instructor in the Mechanic Arts High School, Boston.

BY the terms of my invitation I am restricted in the scope of my remarks. I am to speak to you briefly of Professor Lindsay, not as a profound and accurate scholar, not as an inspiring and beloved teacher, not as a vital and animating force in the councils of this University, but as he appeared in the somewhat casual relations of friendly intercourse outside the boundaries of his academic activities.

It was my privilege to be often with him during the latter years of his life in hours of relaxation and recreation. The relation was very simple, in-

formal, and unpretentious; not lending itself readily to rhetorical enlargement or exaggeration. Friendships among American men are likely to be demonstrative and to wear an external aspect of tenuity, though in fact they may be cordial, abiding, and capable of withstanding the shock or strain of adverse conditions. My friendship with Professor Lindsay, however, was never subjected to special stress, but kept an unimpeded course, placid as a full though unflooded stream.

Friendship presents itself to my mind in the guise of a bridge from one personality to another, serving the purposes of intellectual and spiritual traffic. The cherished friendship of which I am speaking was not one of those huge, complicated, and difficult structures, planned with engineering cunning, which sometimes collapse with tragic consequences before the hour of their completion; it was rather a simple masonry arch that spanned the seemingly narrow channel that separated congenial spirits. An unobtrusive feature of our lives, it was like those ancient bridges in the landscapes of long settled countries, that seem rather the growth of nature than the product of art and handicraft. This friendship came without premeditation and grew without conscious fostering to a strength undreamed of until the shock of separation disclosed the depths in which its foundations were laid.

I am speaking, it may be, too personally, too intimately, with too great assurance, of a relation of which I can know but one aspect. There were no oaths of friendship, nor even a simple declaration. My utterance only keeps pace with hope and belief that he who has gone away would not dissent.

I do not mean to subject my friendship with Professor Lindsay to minute analysis, nor to lay before you details of our intercourse. I am speaking not so much concerning friendship as concerning a friend, and I shall not dissect my friend. I intend only by implication to suggest in Professor Lindsay those high and fine qualities — still not too good for human nature's daily food — that have sufficed to impart a character of permanency to a relation in no sense complex or unusual; now broken and not to be resumed.

Among such of his associates as are also mine, Professor Lindsay was, I know, respected, admired, and liked, and by them his loss is keenly felt. His conversation, sufficiently but not obtrusively enriched by erudition, was charged with stimulus and entertainment. His half ironic comments on current events and on the public men engaged in the histrionics of the parochial or the national stage were illuminating and provocative. His sense of humor was keen and refined. His manner and speech were those of the

cultivated gentleman. He had unusual conversational powers, but he had also the blessed and saving gift of occasional silence, in all the languages of which he was master.

Without ostentation he gave an impression of intellectual opulence. Of his abiding friendliness I have a conviction so secure that I can almost regret that no extraordinary occasion arose to put it to the proof.

I cannot say, with some of you, He was my honored colleague; or with others, He was my beloved teacher; but I trust I may justly alleviate an enduring sense of loss by the thought that he was my not to be forgotten friend. Among the excellent things of life I count friendly companionship with the keen, inquiring spirit that even now, we can believe, is pressing upward into the all-pervading, ineffable light.

"The sense of the world is short,—
Long and various the report,—
To love and be beloved;
Men and gods have not outlearned it;
And, how oft soe'er they 've turned it,
Not to be improved."



IN MEMORIAM.*

BORDEN P. BOWNE.

THE gates of time swing to: our wisest head,
Our soundest heart, our loftiest soul, is dead.
But death like this, crowning a long success,
Gives exaltation to our helplessness,
Repeating, louder than all vain lament,
'Gainst death itself the one great argument —
Even this: a man so disciplined in truth,
In freedom, labor, courtesy, and ruth,
So disciplined, amid earth's age-old wars,
To see even here the light of all the stars,
Must be, wherever God will have him come,
With the eternal anywhere at home.

W. E. LEONARD, '98.

*These lines make reverent use of the prophetic phrases uttered by Dr. Bowne in a public address before the Methodist Social Union on Students' Night, a few weeks before his death.

THE UNIVERSITY,—ITS SPHERE, ITS POWERS, ITS HOPES.

President William E. Huntington.

[Abstract of the Baccalaureate Address, delivered in Jacob Sleeper Hall, Sunday, May 29, 1910.]

THOMAS JEFFERSON'S three great achievements, as he himself estimated the events of his life, were: the draft of the Declaration of Independence, the Louisiana Purchase, and the founding of the University of Virginia. He thus placed the function and value of a university among the great national interests as an institution of wide-reaching influence, of perpetual significance in the life of the people; a vital force constantly invigorating the springs of intellectual and moral power. Every university established as an institution of Christian learning in a Christian nation is an *imperium in imperio*. In a different realm of action from that of a political state, the university does manifest the characteristics of a governing power. Authority, expansion, standards of a civilized society,—these are the distinct things that a modern political state seeks to promote and make effective. A university, whether in Virginia or in Boston, aims to do similar service for learning. Let us dwell for a moment on each of these characteristics that I have mentioned as we apply them to our own institution,—university authority, university expansion, university standard.

I. Authority. That is, an authority in the region of intellectual life that is worthy to lead; that demands by its reasonableness; that is superior, not because it is dogmatic, but because it is true. And here we necessarily approach the teaching power of the university. The teachers are the *vis viva* of the institution they serve. *A passion to teach* is what has made every great master in the art of disciplining men. Arnold of Rugby, Agassiz, Mark Hopkins, were great teachers. Dr. Borden P. Bowne was a great teacher. He dealt with great principles, opened his clear and logical mind to the light of truth wherever it was to be found, assimilated it to his own mental and moral life; and out of that fund he taught. Teaching was not a task, but a delight. He loved to dissipate the shadows of confused and disorderly thinking that often becloud young minds as they begin to think for themselves. He helped to scatter such mental fog by the rational, clear, and orderly thinking which gives the real scholar his strength and his wisdom. Such teachers as these are authoritative. Their influence travels afar. They make institutions, and help give them authoritative power. Since Dr. Bowne left us, a friend in Harvard University wrote me thus of him and his work: "Through Professor Bowne, Boston University has at-

tained such a rank in philosophy that it would be a calamity to us all if it should now accept anything second-rate." Professor Lindsay was also an eminent teacher in the field of classics.

First-rate teaching is the only standard that a university can afford to accept. I am emphasizing this university function to-day because many of you are going to assume the teacher's office and responsibility when you go from here with our blessing. It is worth while for you to feel how sacred the office is; — and you will only realize the sanctity of your office as you get down to the moral elements in your daily work.

We are discussing the dynamic power of the university, and I have located its *centrum* and fountainhead in its teaching energy. It must not be forgotten in this connection that this element of strength is only kept fresh and vigorous as the university is constantly unfolding and enlarging the fund of knowledge. New things are expected of it. Research, investigations of sources, invention of new applications of truth, discovery of new data in all realms of higher learning, are the stimulus and invigoration of true teaching; otherwise it becomes dull and ineffective.

II. Expansion. A university is lacking in dynamic energy if expansion is not a principle of its very life. Materially, there is probably a natural limit to the growth of any institution. But in one way or another — and most of all in real value to society, in the power to illustrate and to diffuse real learning — a university ought to be perpetually growing. Every institution must grow into and be in some measure influenced by its environment; but grow it must, or it will die.

You belong to a young university. It is only a period of thirty-seven years, from 1873 to 1910. You all know the chief facts of the University's scope and powers. But I want to speak a few words on our own expansion and what, it seems to me, is our function in promoting growth. A city holding within its radius, and a little more, something like a million of population is our chief field of patronage — especially for the college. The professional schools draw from much wider areas of the country, and will continue to do so in the years to come. But for the core and heart of the University, which is the college, the environment is this city. In this city the fortunes have been made out of which our foundations were constructed. We expect this exemplary generosity to be duplicated over and over again in the future.

Boston University has already demonstrated its purpose to make its privileges accessible to the people who constitute its human environment. What it has been doing for teachers in the city schools is noteworthy. Much more may be done. Seven institutions in this vicinity have for several

months been studying together the problem how to move unitedly in the effort to expand the work of these colleges and make it effective among a still larger aggregate of minds that cannot enter the regular order of academic training. This kind of enlargement of the life of a college is quite sure to dignify the institution.

III. Standards. One of the great demands upon an institution of learning is that it erect and maintain *standards* in education. Who is the thoroughly cultivated man or woman? Is there a standard for the personality that is to go into active life in a busy world from the classroom, with the sure marks of a well-educated person? America has the right to lift up its own standards and say what it thinks are the best ideals and methods for the training of its youth. And institutions will be always judged by their products. When a man goes out with his degree, ready for hard work, eager to serve fellow men, his heart pure and his hands clean; as he stands forth in his strength an educated man, what are the distinguishing marks that he bears in his character and life, this ideal, cultivated American? He may, of course, be expected to have a trained intelligence. But he has gone further in his thought, and found that there is a divine meaning in human history; a divine order is running its ageless course; all learning leads up to the great Foundation Head of Truth, the Father of Lights; and all education, in its highest and deepest meaning, is only the human attempt to press on toward the fulness of His unfathomable wisdom. We cannot stop short of the religious ultimate as we seek the finest and strongest element in the life of a truly cultivated man. It is only the Christian conception of life, after all, that is safe and that has no bitter disappointments or disaster. No other religion has done so much for mankind.

A remarkable change has taken place in American colleges in the last few years, in respect of their religious functions. Not because religion is dogmatically taught, but because a divine revelation is sincerely recognized, the Bible is studied as never before; religious life among students is more prevalent and more effective than ever. This University is transfused with Christian ideals, life, and purposes. It sends forth its children not into agnostic indifference, not into the bitter and unfruitful atmosphere of doubt and unbelief, but into the growing rank of those who believe in God, and that He is working His vast designs among men; that it is well to be on His side and work with Him.

It would be a sad thing to think that a single person might go out from this University into the world not determined to consecrate his freshly trained powers to such high ends. The great law of righteousness, which is the fundamental aim of religion, can be established in the world only by

such witnesses and exemplars as you are to be,— men and women who think clearly, act nobly, make their intellects serve their consciences, and their religion serve both God and man.

Members of the Graduating Class, there is a peculiar solemnity that broods over us, as you stand now to receive the blessing that the Faculties of the University invoke upon you. Within nine months of the past year two of our college teachers, both of them distinguished, both possessed of rare ability to interest and instruct, have vanished into the supreme realities of the life eternal. You will carry with you all the good that your teachers, whether living here or yonder, have bestowed upon you in these past years. "Hold fast that which you have, that no man take your crown."

My theme has been of the University,— its sphere, its powers, its hopes. It seems most probable that I shall not fulfil this function again for Boston University, and offer to graduating students a word of counsel and benediction. I shall be graduated, without a degree, with this class of 1910! In the name of all my colleagues I wish to remind you that we are united — teachers, graduates, and students — in a common bond of loyalty to this University, which has been the *home of our minds*, where we have together looked long and steadily into the realms of learning, and have been moulded into better and better character and power to act our part. You will find yourselves in a busy world of rivalries. Your strength will be tested in exacting labors. You will need all wisdom for the problems you will be called to solve. The larger and the more unselfish your chief motives are, the finer and the more enduring will be your success. Whatever you do, and wherever you may live, "Freely you have received, freely give." If the Son of Man came not to be ministered unto, but to minister, there is no one of us who will find a better principle of life and conduct than that which inspired the Saviour of the world! Follow Him!



INCOMPLETENESS OF THE MODERN EDUCATION.

Bishop John W. Hamilton, LL.D.

[Abstract of the oration delivered at the Commencement Exercises of Boston University in Tremont Temple on Wednesday, June 1.]

EDUCATION has not arrived at the age of definition. It is old enough, but it has always been slower than its age. There have been many and various attempts at definition, but no definition has risen to the requirement of the age in which it has been given.

The conception of education and its object has always been incomplete, often wrong, and wrongly derived. There has been little more than the half-truth in the conception. Definitions have looked more to its history than its end. There is much of importance in its history, but far more in its destiny. "The roots of the present lie deep in the past," but the tree grows into the future. And it derives its growth more through its branches than its roots. The true education, like trees of righteousness, is both an authoritative planting and fertile growth.

But education, as we know it, has been more ancestral than vocational and cultural, and its pace has been set more by antiquated authorities than by living demands.

There has been something of value to be coveted in the education of every generation, and we are the heirs of all the ages. It is our business to get at the good and make it better, but never to overlook what we lack. Whatever there may have been of wisdom in the past is some indemnity for the deficiencies of even the present, and is possible security for the future.

Education as a system of training, whatever it may have been as a system of instruction, is a very modern discovery. The world has long been told to train up a child in the way it should go, but the training has been mostly that of a child training a child.

Preparation for living, in the minds of some, has been a matter of contents: something put into the mind by the process of filling, much as they put water from the conduit into the buckets of the turbine wheel to make it move. It was the process of filling the mind by way of the memory with the kind of information which had been in use from generation to generation. It was good enough for the fathers; it was good enough for the children. If there was found to be lack anywhere it was thought to be in the quantity and not the quality of the information, and not any possible unfitness or deficiency in the capabilities of the minds. The whole question was one of dry or liquid measure. So things went on, as they had gone on through all the ages, with little or no change; and they might as well have been things as persons, for all the utility there was in them.

China furnishes the best (or worst) illustration of this method. The Chinese people are a great people in numbers and the possibilities of their minds and characters. But they have been satisfied to fill their minds, until in the one direction they would hold no more, with the same things, and repeat the process through countless generations. Theirs is an ancestral education which has ingrained respect for authority.

Such an education, too, as the world has had has been confined to the

classes. The multitudes have come and gone without preparation for life, except from such unconscious mental nutrition as they have absorbed from their impoverished environment. The world's work, therefore, has been confined within narrow limits, and through most of its history the world has simply been marking time. In the earliest ages the entire "education and culture" of the people were in the hands of the priests, who were the first savants, statesmen, judges, physicians, astronomers, and architects. The inhabitants of India have been accounted the most highly educated of the ancient nations of the East. Yet Hindu learning has always been, almost exclusively, in the hands of the Brahmins, who are allowed to explain the Vedas or Sacred Books only to the two castes next in rank. In Egypt, also, the ancient system of instruction has been called a priestly education; it was under the absolute control of the priests, and naturally one-sided.

It is to Greece and Rome we are indebted for the fullest development and highest expression of the old education. They have placed the world under great and permanent obligation. They have left us a rich heritage in the domains of science and government; they have transmitted heroic deeds of patriotism that have never been surpassed; in architecture and sculpture they have furnished models and inspiration for all time; and in the most important departments of literature, in poetry, history, oratory, and philosophy, they have produced works of exalted genius and perpetual worth. These nations must always retain prominent place in the history of the world. They are the classical nations.

Much as we know and much as we do in the twentieth century, our age is still exposed to moral and physical degeneration. Learning is still only an aristocracy.

In the United States, what interest of individual concern and the public good is given more consideration than the education of the youth? And yet the men of largest experience, broadest views, and best skilled in method were never more exercised in their minds for the welfare of the schools. We have had the same struggle to get away from ancestral embarrassments which have hindered advancement in other countries. Public opinion, as in all republics, determines what innovations shall be made here, and we have had to wait for its education before we could secure reforms. The Southern States have suffered much more than the Northern in securing adequate provision for the education of the children. The settlements in the South, in the beginning, were widely scattered and the population conservative.

The incompleteness of modern education involves many important in-

terests. In the home, in the street, everywhere, education has to discharge the function. All this indoor and outdoor world is bound up with the school. He only serves who finds his place to serve. It is a part — but only a part — of the function of education to assist in making this discovery. Education must be vocational. Life, with its interests, depends upon it. Here, then, is a great duty of our schools, and a great problem of the master. He must discover in the student his vocation, and then bring to him the training for the calling.

Many persons turn their homes over to the schools, or make the schools substitutes for the homes. This is more the peril of our present care for the children than any other. The street becomes a competitor, then, with both the schools and the homes. The education of the street outgrades the education of both schools and homes and fixes the standards of life, and always fixes them low. It is this rivalry which is responsible for much of the tone of the life of the community. It is in the suburbs of the homes, and suburbs of the schools, then, our greatest perils lie. It is this training of the street which has given us the unfortunate reputation which we have abroad.



THE GREEK PLAY AT DARTMOUTH.

Mary J. Wellington, A.M.

ON the evening of Friday, May 20, in historic Webster Hall, the students of the Classical Department of Dartmouth College presented the "Ædipus Tyrannus" of Sophocles in the original Greek before a large and representative academic audience. The "Ædipus" had been given once before in this country — at Harvard, in 1881.

Just a year ago the undergraduate members of the Classical Club suggested the presentation of a Greek play. In September plans were formed and approved by the classical Faculty. Immediately two students were chosen for each of the leading parts, preference being given to members of the club, and rehearsals were begun. From that time until the presentation of the play the students have worked unsparingly for the success of the undertaking. About ten days before the giving of the play the parts were finally assigned to the better of the two, in each case, the other being added to the band of suppliants.

The staging of the play on the narrow stage of Webster Hall presented a very different problem from the one when the "Agamemnon" (at Harvard) was given in the Stadium. Then, too, absolute archæological accuracy

was impossible, as the scenic customs of the fifth century before Christ are not definitely known. Therefore Professor George D. Lord, of the Classical Department, and Professor Keyes, of the Fine Arts Department, into whose care the stage was given, decided to follow the results of the recent excavations, which show that the Greeks were great lovers of color.

The stage represented the courtyard of the palace of *Œdipus* at Thebes. The plan was made from the entrance of the palace of *Peleus* on the François vase, combined with the arrangement of the palace at *Tiryns* as shown by recent excavations. The beautiful coloring and designs in the palace front were taken from various ancient vases and sarcophagi. The final result was a blending of greens, reds, and yellows, which, with the bronze of the doors and the vivid blue of the sky, made a typical Greek scene of gorgeous coloring.

The costume of the bronze charioteer of Delphi was the basis of all of the costumes. The robes were designed from figures in sculpture and on painted vases of the period immediately before the Persian War. Every minute detail was copied from something discovered by excavation. *Jocaste's* crown was of Egyptian blue glass on white velvet, to represent the blue stones in the white setting of the palace at *Tiryns*. The jewelry showed the embossed setting of the finds at *Mycenæ* by *Schlieman*. The sandals were copied by a New York firm from the feet of different ancient statues. The sleeves made by the arrangement of the folds on the shoulder copied from the "Charioteer" were especially noticeable by an audience familiar with the usual sleeveless garment of the supposed Greek dress.

The impressive rendering of the choral odes was the result of work by Professor Charles H. Morse, of the Department of Music. Professor Morse was the first in the United States to receive the degree of Mus. Bac.—and that, too, from our own Boston University, in 1876. At that time he spent an entire year in Germany with Professor Buck, as then the degree required a liberal training, besides the study of music. Professor Morse was a pupil of Professor John K. Paine, who taught both at Harvard and Boston University, and who composed the music for "*Œdipus*" when it was given at Harvard.

At that time the orchestra consisted of professional musicians who found six rehearsals none too many. The chorus was composed principally of alumni, many of whom sang in Boston churches.

At Dartmouth the same music was presented by a chorus made up entirely of undergraduates, without one trained voice, and by an orchestra of which all but three were students. All the music had to be transposed to fit the voices, and orchestral parts arranged to suit the instruments avail-

able. The result was an orchestra of twenty-three and a chorus of thirty-five, fifteen of whom, the traditional number for a Greek chorus, were on the stage, as in ancient days, and the rest serving as a supplementary chorus.

The work of the orchestra and chorus was of the highest order and added much to the finished production of the play.

Scholarly judgment, taste, and much hard work on the part of Faculty and students had prepared the way for a revival of the "Œdipus," and on May 20 that revival became a reality.

All the parts were thoroughly learned, and delivered with real dramatic talent. The memorizing of fifteen hundred lines of Greek was in itself a herculean task, but they were delivered without a hesitation or mistake.

Tiresias, the blind seer, was played by Mr. Bartlett of the Senior class, a young man who has been blind from childhood. Notwithstanding his infirmity, he has continued his Latin and Greek through the four years. His presentation of Tiresias impressed the audience as not acting, but reality. His costume of white, with white beard and hair, accentuated the power of his sightless eyes.

Mr. Flint, as Œdipus, showed the wonderful strength of his memory in committing the long speeches, and, after the putting out of his eyes, rose to a tragic height. During the opening scenes, where the king is ignorant of his crime, his bearing did not express the king.

The coryphæus, Mr. McAllister of the Freshman class, is a graduate of the Manchester High School, and one of my pupils. All who saw his bearing and heard his clear, musical voice agreed that for once the place of the coryphæus was justified. Particularly in the epilogue did he show his appreciation of his part by his sympathetic rendering of the beautiful Greek words.

Of the minor parts, the servant of Laius and the messenger from the palace were excellent. The former showed his understanding of the character of the aged servant who was forced under threat of torture to tell the pitiful story. The latter, a Freshman, a slight young man,—almost a boy,—well depicted the horror of the happenings within the palace and the double tragedy that had befallen Thebes.

Those who saw the play at Dartmouth will long remember the beautiful setting of the stage; the harmony of color in the costumes; the wonderful reality of the acting; the musical sound of the Greek words; the matchless harmonies of the music; and, most of all, the epilogue. There the true meaning of the story of Œdipus was expressed in the minor chords of the music and in the answering words of the coryphæus.

BOSTONIA

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REPRESENTATIVES OF DEPARTMENTS

Professor LYMAN C. NEWELL, College of Liberal Arts

MERRILL BOYD, A.B., LL.B., School of Law

Dean JOHN P. SUTHERLAND, M.D., School of Medicine

Professor JOHN M. BARKER, School of Theology

Address all communications to

THE EDITOR, J. R. TAYLOR, 688 Boylston Street, Boston, Mass.

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BORDEN PARKER BOWNE.

THE universal regret occasioned by the sudden death of Professor Borden Parker Bowne on Friday, April 1, is attested by the innumerable obituary notices in the press of the United States, as well as by the resolutions passed by learned bodies. Among the latter which have come directly to the notice of BOSTONIA are those passed by the New York East Conference, of which Professor Bowne was a member, Ohio Wesleyan University, Syracuse University, and the Methodist Preachers' Meeting of Cincinnati, O. Many personal letters have likewise revealed the deep love for this great teacher and thinker, and the keen loss of one whose personal faith and superb powers constantly served to lead the writers to attain the highest good.

In another column of this issue of BOSTONIA will be found a contribution from Mrs. Mary Cowell Ham, '95, copied from *The Nation*, and a poem by W. E. Leonard, '98, both serving to illustrate the admiration of former students for their "guide, philosopher, and friend."

At a meeting of the Faculty of the College of Liberal Arts on Wednesday, April 6, the following minute was adopted by a rising vote: "The Faculty of the College of Liberal Arts hereby records its personal grief at the sudden death of its senior member, Dr. Borden P. Bowne; its sorrow for the irreparable loss to the University through the termination of his distinguished

service; and its deep sympathy with those who mourn him as friend, as teacher, as interpreter of truth."

The undergraduates, deprived so unexpectedly of their teacher, expressed their loss to Mrs. Bowne in a simple and appropriate manner. And at the chapel exercises, on April 12, the following letter from Mrs. Bowne was read:

"To the Colleagues and Students of Dr. Bowne,—

Please accept my thanks, in this informal way, for all your messages of sympathy, and your beautiful flowers. They were placed upon the casket and carried with him to the end.

I am stunned by this crushing sorrow and have not the strength to thank you individually, but I shall ever hold you in grateful remembrance.

My husband dearly loved his students, and he gave his life for them. Knowing this, it would have been my wish that he should lie in state in this chapel, where all who desired to do so could look once more upon his noble face; but he had often said that he preferred to be remembered as seen in life.

I shall ever be interested in students who have loved my husband, and I trust that such will regard me as their sincere friend.

I keep my home, 380 Longwood Avenue, for the present, and as of old, you are welcome there.

Faithfully yours,

KATE M. BOWNE."

April 9, 1910.

The memorial service held in Jacob Sleeper Hall on Sunday, April 17, was largely attended, not only by the Trustees, Faculty, alumni, and students of Boston University, but also by representatives of other educational institutions. The address delivered by Francis J. McConnell, D.D., president of De Pauw University, was so comprehensive and authoritative that it has been decided to publish the address in full in the October issue of BOSTONIA.

The resolutions adopted by the Board of Trustees are recorded elsewhere in this issue.

IF any graduates of the College of Liberal Arts have failed to receive the new edition of *The Epsilon* they will confer a favor by writing to Mrs. Grace G. Pearson, secretary of the Epsilon Chapter, 6 Garrison St., Boston, giving their present address.

THE BOSTON UNIVERSITY COURSES FOR TEACHERS.

THE Boston University Courses for Teachers will be offered next year under the same provisions and upon the same terms as for four years past. The new plan for the so-called University Extension Courses, under the joint auspices of the universities and colleges of Boston and its vicinity, will not directly affect these Courses for Teachers. Boston University, through President Huntington, has taken an active interest in the new plan from the first conference last winter; it is represented also by several of its professors among the lecturers announced for the Extension Courses; but it will continue to offer, as heretofore, its own Courses for Teachers. There seem to be good reasons for maintaining this department of its work. It is understood that the Extension Courses will not count toward the Bachelor's degree at Harvard University; and but few would expect that a course which is not accepted for credit toward the Harvard degree should count toward the degree in any other institution of this vicinity. Yet, from the beginning, four years ago, the Teachers' Courses offered by Boston University have been so designed and graded as to give credit toward the Bachelor's degree, in case the student has met all requirements for regular standing; and some of the courses, with special arrangement of extra work, have been open with credit to candidates for higher degrees. It has seemed desirable, and indeed, for successful operation, necessary, that Boston University should keep these particular Courses for Teachers under its own supervision, and amenable directly to its own standards, instead of placing them, merged with others of somewhat diverse character, under the control of an intercollegiate commission. It should be clearly seen that the continuance of these courses means no lack of sympathy with the intercollegiate commission's aims, since Boston University approves them most heartily and will support them to the extent of its ability. In continuing its own work as first begun, the University believes that the needs of the local situation are not fully met by the commission's plans, at least as announced thus far, and that courses counting toward the traditional degrees are in the long run more satisfactorily regulated by the individual institution than by a joint commission.

THE Trustees have under consideration the choice of a successor to Professor Borden P. Bowne, but they have not yet made a permanent appointment. It is expected that in the interim his courses in Philosophy will be given by Dr. John Eastman Clarke.

THE ENDOWMENT CAMPAIGN.

THE daily press has kept the readers of BOSTONIA fully informed of the progress and the successful outcome of the campaign for the addition of four hundred thousand dollars to the permanent endowment of Boston University. The importance of this movement cannot be measured by the addition to the Endowment Fund, substantial and essential as that addition is. The result of this campaign will be felt for many years. Public interest in Boston University has been aroused as never before. This wider public interest will manifest itself in a larger enrolment of students in all departments; the number of gifts and legacies will doubtless show a gratifying increase. Above all, the spirit of hearty and sympathetic coöperation which has been awakened among the graduates of the various departments in this determined effort to help the University is a benefit which cannot be measured in monetary terms.

PRESIDENT-ELECT BENTON.

AT the time of sending this issue of BOSTONIA to the press President-elect Benton had not announced his decision regarding his election to the presidency of Boston University. President Huntington will continue to serve until the election and accession of a successor, but he has fixed as the limit of his term of service April first, 1911. The graduates of the University will rejoice that there is to be no interregnum, and that the University is to have the invaluable services of President Huntington until a suitable successor is found.

THREE PROFESSORSHIPS IN THE COLLEGE.

THE completion of the four hundred thousand dollar addition to the Endowment Fund has incidentally secured the establishment of one professorship and provided a beginning for the endowment of two other chairs in the College of Liberal Arts. The Alumni History Professorship Fund is now complete; about ten thousand dollars have been pledged toward the Borden Parker Bowne Memorial Professorship of Philosophy, and several substantial contributions have been made toward a Thomas Bond Lindsay Memorial Professorship of Latin.

UNIVERSITY NOTES

THE BOSTON UNIVERSITY ENDOWMENT CAMPAIGN.

The opening rally took place on Tuesday evening, May 31, in Lorimer Hall, Tremont Temple. A banquet preceded the formal exercises. Tables bearing numbers were assigned to the various teams, and each team worker was seated with his fellow-workers and his team captain. A large table was provided for the Trustees of the University and their invited guests. On the platform was a long blackboard divided into parallel columns, and bearing at the head of each column the name of the team and that of its captain. Upon this board were entered from day to day during the campaign both the grand total and the amounts raised by each team.

Rev. Norman E. Richardson explained the details of the plans for raising the money. Mr. Richardson, the pastor of the Epworth Methodist Episcopal Church in Cambridge, was selected by a sub-committee of the Trustees, to coöperate with Dr. J. M. Barker in conducting the campaign.

At the first noon-day rally, on Wednesday, June 1, the various teams reported, through their respective leaders, the following amounts: 1, Fred S. Retan, \$500; 2, H. E. Wilson, \$50; 3, E. W. Lord, \$100; 4, F. P. Luce, \$250; 6, C. O. Dorchester, \$50; Trustees, G. A. Dunn, \$10,000; Bowne Memorial Professorship, Geo. C. Cell, \$850; Historical Professorship, M. L. Perrin, \$4,500; Medical School, Dr. Charles Leeds, \$10,000; Law School, Judge Thomas Z. Lee, \$1,350. Total, \$27,750. Amount pledged before beginning of campaign, \$190,000. Total amount pledged up to the present, \$217,750.

At the close of the meeting the following telegram was sent, in the name of the Campaign Committee, to President-Elect Benton: "The Campaign Committee, charged with the responsibility of completing the fund of four hundred thousand dollars for the endowment of Boston University, congratulate you on your unanimous election to the presidency, urge your acceptance of the great trust, and promise you most hearty support."

On Thursday, June 2, the teams reported subscriptions of \$8,482, as follows: 1, \$50; 2, \$30; 3, \$101; 4, \$575; 6, \$625; 7, \$506; Trustees, \$5,000; Bowne Memorial, \$150; Medical School, \$1,000; Law School, \$445. Amount previously reported, \$217,750. Grand total, \$226,232.

On Friday, June 3, the sum of \$7,746 was reported, as follows: 1, \$20; 2, \$25; 3, \$221; 4, \$115; 6, \$125; 7, \$1,015; 10, \$60; Trustees, \$5,000; Bowne Memorial, \$50; Historical Professorship, \$115; Medical School, \$1,000. Amount previously reported, \$226,232. Total, \$233,978.

On Saturday, June 4, \$17,029 was reported by the teams: 1, \$3,000; 2, \$1,751; 3, \$750; 4, \$3,150; 6, \$700; 7, \$3,065; 10, \$1,010; Trustees, \$2,500; Bowne Memorial, \$805; Historical Professorship, \$165; Law School, \$133. Amount previously subscribed, \$233,978. Total, \$251,007. At this meeting a telegram was read from President-elect Benton in response to the message which had been sent at a previous rally. In this telegram Dr. Benton expressed pleasure at the vigorous work going on and said, "I shall need all of you, if I come to Boston."

The amount reported at the gathering on Monday, June 6, was \$12,323: 1, \$30; 2, \$10; 3, \$128; 4, \$1,010; 6, \$125; 7, \$225; 10, \$605; Bowne Memorial, \$190; Trustees, \$10,000. Amount previously reported, \$251,007. Total, \$263,330.

On Tuesday, June 7, Professor M. L. Perrin reported that \$220 more had been pledged, bringing the total up to \$5,000 and completing the Alumni Historical Professorship Fund. The sum of \$4,391 was reported, as follows: 1, \$2,750; 2, \$302; 3, \$103; 4, \$665; 6, \$65; 7, \$25; 10, \$215; Bowne Memorial, \$46; Historical Professorship, \$220.

On Wednesday, June 8, President Huntington announced that he had secured two subscriptions of \$5,000 each. The amount reported was \$18,542, as follows: 1, \$2,760; 2, \$110; 3, \$1,500; 4, \$676; 6, \$500; 7, \$127; 8, Mrs. O. H. Durrell, captain, \$5,000; 9, C. E. Spaulding, captain, \$210; 10, \$140; Trustees, \$500; Bowne Memorial, \$5,519; Medical School, \$1,000; Law School, \$500. The following resolution relative to the press was unanimously adopted:

"We the members of the Boston University Endowment Campaign desire to express our appreciation of the intelligent sympathy being shown by the Boston press throughout the campaign. Solicitation for this important civic cause has not only been made easy, but in some instances unnecessary, by the faithful reports published in the newspapers of Boston. Without this valuable assistance, the success already attained would have been impossible."

The amount reported on Thursday, June 9, was \$16,066, as follows: 1, \$20; 2, \$307; 3, \$540; 4, \$630; 6, \$150; 7, \$47; 8, \$5,100; 9, \$50; 10, \$5,175; Trustees, \$2,200; Bowne Memorial, \$47; Medical School, \$1,500; Law School, \$300. Dr. Huntington reported a gift of \$50 from a member of the Harvard Faculty, a gift of \$5,000 from one who did not care to have his name mentioned, and \$5,000 from a friend who had already given \$1,000.

When the workers assembled on Friday, June 10, the amount already subscribed was \$302,201. The following were reported: 1, \$1,250; 2, \$400; 3, \$871; 4, \$1,500; 6, \$1,600; 7, \$715; Trustees, \$1,425; Bowne Memorial, \$335; Medical School, \$1,000. Total, \$9,096. At this meeting a number of subscriptions were reported from newspapers and large mercantile houses.

On Saturday, June 11, the workers gathered at six o'clock and remained until the \$400,000 had been secured in pledges and guarantees. The final amounts secured by each team were as follows: 1, \$15,505; 2, \$7,631.85; 3, \$11,782.15; 4, \$14,146; 6, \$9,070; 7, \$6,175; 8, \$10,100; 9, \$5,310; 10, \$9,045.50; Trustees, \$270,457; Bowne Memorial, \$9,657; Historical Professorship, \$5,000; Medical School, \$22,000; Law School, \$4,120.50.

On Friday afternoon, April 29, President and Mrs. Huntington gave, at the College of Liberal Arts, a reception to the Trustees, Faculties, graduates, undergraduates, and friends of the University. The gathering was largely attended, and the event was thoroughly enjoyable in every respect. Those who presided at the tables were the following: Mrs. Dr. D. Baker-Flint, Mrs. H. O. Cushman, Mrs. George Defren, Mrs. Dr. Adaline B. Church, Mrs. James Geddes, Jr., Mrs. Joseph R. Taylor, Mrs. Henry M. Ayars, Mrs. A. C. Boyd, Mrs. Charles W. Rishell.

President W. E. Huntington spoke at the dinner of the New England Alumni Association of Ohio Wesleyan University at the Parker House, Boston, on Wednesday, April 13.

ANNUAL MEETING OF THE CONVOCATION.

The annual meeting of the University Convocation took place in Jacob Sleeper Hall on the afternoon of Commencement Day, with Dean W. M. Warren in the chair. Prayer was offered by the Rev. Dr. W. T. Perrin, of the corporation. The minutes of the previous meeting were read by Dr. Emily L. Clark. The result of the balloting for vice-presidents of the various chapters was announced as follows: School of Theology, W. A. Wood; School of Law, Charles F. Jenney; School of Medicine, Charles R. Hunt; College of Liberal Arts, H. T. Crawford. The following were also reported as elected official visitors: School of Theology, Charles S. Nutter; School of Law, John P. Leahy; School of Medicine, Amanda C. Bray; College of Liberal Arts, F. W. Kimball. These reports were presented by the respective alumni secretaries: Rev. J. F. Knott, Mr. Merrill Boyd, Dr. E. S. Calderwood, Mr. R. A. Robbins. The Dean appointed Dr. L. H. Bugbee, Miss Lena A. Glover, and Rev. W. H. Powell a committee to nominate a secretary for the ensuing year. The committee reported Dr. Emily L. Clark, and the report was accepted and adopted.

Dr. Sara S. Windsor, A.B. '85, M.D. '93, represented the School of Medicine. She sketched the progress of the school during the last twenty-five years; said that the outlook for young homœopathic physicians is especially favorable at the present time; referred to the gradual decrease in the number of students in the School of Medicine, and closed with an appeal to the graduates of the school to make a vigorous effort to secure an enlarged attendance.

Mr. E. W. Lord, '00, as the representative of the College of Liberal Arts, expressed his gratification at the increased activity among the men graduates of the college. He said that he is, personally, a believer in co-education, but recognizes that the prevailing sentiment is against co-education. It is a fact that our college seems to appeal more strongly to women than to men. The number of men has not diminished, but the ratio of the men to the women is less than it formerly was. In regard to the proposition which is occasionally heard, to segregate the sexes, he said that the question ultimately resolves itself into the form, Shall we follow other colleges, or shall we in this, as we have done in other matters, go our own independent way? While engaged in educational work in Porto Rico he had had a chance to compare the relative efficiency of men who were graduates of co-educational institutions and the graduates of colleges open exclusively to men. He found that the men who had graduated from co-educational institutions showed greater adaptability in school work. He closed with a reference to the proposed plan of securing a representative of Boston University for work among prospective students.

Mr. Louis C. Wright, speaking as the representative of the School of Theology, paid a tribute to Professor H. G. Mitchell and Deans C. W. Rishell, Borden P. Bowne, and Wm. F. Warren. He defended the School of Theology against its critics, and asserted that this school sends out men who are effective, men who have a vital message, men who are constructive and determined.

President Huntington was called to the platform and made an earnest address in which he referred to his long service in Boston University. He said that although he had resigned he is still on duty; his resignation is to take effect upon the election and accession of his successor, but not later than April, 1911. He said that during all the years of his service he had never seen so much active coöperation among the departments as

that which is manifest to-day. In tender, earnest words he portrayed the sorrow involved in parting from Boston University, even though the years had been years of anxiety and toil.

At the request of the Campaign Committee, it was voted to organize a Convocation Team to assist in the work of raising the \$400,000 fund. The nomination was left in the hands of Dean W. M. Warren. He appointed Mrs. Eva Phillips Boyd, '03, chairman. The team was promptly organized and rendered effective service in the campaign.

The chairman then called upon various members of the Convocation who had rendered conspicuous public or educational service during the year to rise from their places on the floor. The persons thus named were: Leonard P. Ayres, '02, Statistician of the Russell Sage Foundation; Geo. W. Bell, '97, Professor of History in Olivet College, Mich.; Mr. R. A. Robbins, '96, secretary of the Epsilon Chapter; Miss Florence W. Barbour, who has been connected with the office staff of the Congo Reform Association; Dr. John Eastman Clark, '78, of the college Faculty, and Dr. H. G. Mitchell, S.T.B. '76, who for many years was Professor of Hebrew in the School of Theology.

The meeting was dismissed with a benediction pronounced by Rev. Seth C. Cary, of the class of 1869, School of Theology.

At the close of the public meeting refreshments were served in the lower corridor by the Trustees of the University.

At the Baccalaureate Service on Sunday, May 29, Professor Lyman C. Newell acted as marshal. On the platform in Jacob Sleeper Hall were seated President Huntington, Deans William F. Warren, William M. Warren, and Acting Dean Samuel L. Beiler. Dean W. M. Warren read the Ninety-first Psalm. Dean W. F. Warren announced the hymn "Oh, worship the King all glorious above." President Huntington read the Scripture selection. Dr. S. L. Beiler offered the prayer. The Baccalaureate Address was delivered by President Huntington. An abstract of this address will be found elsewhere in this issue of BOSTONIA. The benediction was pronounced by ex-President Warren.

At the Commencement Exercises on Wednesday, June 1, 231 degrees were conferred, as follows: A.B., 68; S.B., 11; S.T.B., 45; LL.B., 52; I.B., 11; LL.M., 5; LL.D., 1; M.B., 1; Ch.B., 1; M.D., 14; A.M., 16; Ph.D., 6. Seven diplomas were conferred upon men who had completed a course in the Theological School without reference to a degree.

The attendance at the University in all departments for the year which has just closed was 1,587, divided as follows: College of Liberal Arts, 719; College of Agriculture, 346; School of Theology, 210; School of Law, 309; School of Medicine, 79; Graduate School, 89. Sum by departments, 1,752. From this number 165 names are to be deducted as appearing in more than one department, leaving the total net attendance 1,587. This is an increase of 73 over the net total of the previous year. The number of men in the University is 1,273; the number of women, 314.

Rev. Daniel Steele, S.T.D., of the Corporation of Boston University, President W. E. Huntington, and Professor J. B. Coit, were among the speakers at the dinner of the Boston and New England alumni of Syracuse University at the Hotel Somerset, Boston, on Friday, May 6.

At a special meeting of the Trustees of Boston University, held April 17, at 3.30 P.M., the following appreciation of the life and services of Professor Borden Parker Bowne was read and unanimously adopted as the expression of the Board of Trustees:

The Trustees of Boston University hereby express their feeling of deep bereavement at the sudden passing away, April first, 1910, of Borden Parker Bowne, who had been Professor of Philosophy since 1876, and Dean of the Graduate Department since 1888.

As a Christian man he illustrated in a well-balanced character the traits of genuine piety which made all that he said or wrote concerning religion effective. His buoyant trust in the great realities of the Christian faith harmonized well with the profound insight with which he thought of the being and purposes of God. Religious experience was to him inseparable from the entire movement and interest of his life.

As a thinker in the realm of philosophy he has had few equals in this, or any other, age. Fearless as an opponent of unclear or false reasoning, he was not content with destructive criticism alone, but built his system upon such foundations as candid examination finds secure.

As an author he has contributed to philosophy, to religion, and to other great interests of humanity books that cannot soon be forgotten, and that are the fitting monuments of his productive service to this University and to the world.

As a teacher he had rare gifts; and his reputation was widely known, not only in our own country, but also in the centres of intelligence and learning in foreign lands. His clearness of statement, ready wit, unfailing memory, fine imagination, easy but masterly handling of abstruse problems, and his thorough convictions, all served to make his teaching attractive, illuminating, impressive. His work for the younger ministry of our time has been of inestimable value.

Boston University owes a great debt of gratitude to this noble man. It reveres and cherishes his memory. He built himself into the structure and life of this institution of Christian learning. The light of his life has not gone out; it will linger in the years to come to bless and strengthen men for their earthly tasks.

The tender sympathy of the Trustees is extended to Mrs. Bowne in her deep sorrow, and to the kindred who share with her the irreparable loss.

Voted,— That this minute be spread upon the Records of the Trustees, and that an engrossed copy be sent to Mrs. Bowne.

On Saturday evening, June 11, at the Hotel Chelsea in New York, was held the first general gathering of the alumni of all departments of Boston University who reside in New York or vicinity. The occasion was a reception and dinner in honor of Dr. Wm. E. Huntington, and his presence was a delight and inspiration. The speakers were Dr. Elinor Van Buskirk, '07, Med.; Dr. O. S. Marden, '77; Dr. Wm. E. Willcocks, '81; Dr. H. E. Chapin, '81; and President Huntington.

At the conclusion of President Huntington's remarks the association voted to pledge \$1,000 toward the Endowment Fund. At this juncture President Huntington was called to the telephone, and on his return the graduates were greatly pleased by his announcement of the news from Boston that the Trustees had assumed the balance needed to complete the \$400,000 fund. The following were present at the dinner:

President William E. Huntington; Rev. Daniel M. Birmingham, '65 Theol.; Dr. Richard R. Trotter, '77 Med.; Mrs. Richard R. Trotter; Dr. Orison S. Marden, '77 C. L. A., '81 Law; Mr. Arthur H. Flack, '80 C. L. A.; Rev. William E. Willcocks, '81

Theol.; Mr. H. E. Chapin, '81 Agric.; Rev. Arthur Thompson, '86 Theol.; Miss Abby B. Bates, '87 C. L. A.; Dr. Sarah Belcher Hardy, '87 C. L. A.; Miss Emma F. Lowd, '87 C. L. A.; Mr. Frank E. Hopkins, '87 C. L. A.; Mrs. Frank E. Hopkins; Mrs. Mabel S. C. Smith, '87 C. L. A.; Mr. J. R. Smith; Mrs. Hubert Arrowsmith, '90 C. L. A.; Mr. S. Edgar Whitaker, '90 C. L. A.; Mrs. S. Edgar Whitaker, '92 C. L. A.; Rev. F. L. Rounds, '92 C. L. A.; Miss Katherine I. Hodgdon, '93 C. L. A.; Miss Alice B. Paige, '93 C. L. A.; Miss M. Elma Dame, '94 C. L. A.; Miss Caroline G. Howe, '94 C. L. A.; Miss Isabelle D. White, '94 C. L. A.; Miss Clara H. Whitmore, '94 C. L. A.; Mr. Ernest A. Maynard, '95 C. L. A.; Mrs. Ernest A. Maynard; Miss Grace N. Brown, '96 C. L. A.; Mr. Edward R. Hardy, '96 C. L. A.; Rev. Robert W. Peach, '96 C. L. A.; Mrs. Robert W. Peach; Rev. Christian F. Reisner, '96 Theol.; Miss Helen M. Balcom, '01 C. L. A.; Mr. Leonard P. Ayres, '02 C. L. A.; Rev. Millard F. Robinson, '05 C. L. A.; Mr. Raymond N. Brown, '07 C. L. A.; Dr. Elinor Van Buskirk, '07 Med.

The exercises of Commencement Week were as follows:

SATURDAY, MAY 21.

Phi Beta Kappa (first meeting), 10 A.M.

FRIDAY, MAY 27.

Public meeting of the Phi Beta Kappa Society, in Jacob Sleeper Hall, 2.30 P.M., in memory of the late Professors Borden P. Bowne and Thomas B. Lindsay.

College Faculty Reception to the Senior Class, Hotel Vendôme, 8 P.M.

SUNDAY, MAY 29.

Baccalaureate Service for the Graduating Classes of All Departments at Jacob Sleeper Hall, 688 Boylston St., 4 P.M. Address by President Huntington.

MONDAY, MAY 30.

School of Medicine. Valedictory and Faculty Reception at the School Building, East Concord St., 8 P.M.

TUESDAY, MAY 31.

Meeting of the Trustees of the University, at 10.30 A.M., in the Trustees' Room.

College of Liberal Arts. Class-day Exercises, Jacob Sleeper Hall, 2.30 P.M.

School of Law. Class-day Exercises, Isaac Rich Hall, 3 P.M.

School of Theology. Alumni Association (Alpha Chapter), at Boston City Club, Beacon and Somerset Sts. Social, 5.30 P.M. Dinner at 6 P.M., followed by business session.

School of Medicine. Alumni Association (Gamma Chapter), Young's Hotel, at 6 P.M. Dinner at 6.30 P.M.

College of Liberal Arts. Alumni Association (Epsilon Chapter), at the College Building, Boylston and Exeter Sts. Collation at 6 P.M.

WEDNESDAY, JUNE 1.

Commencement Exercises in Tremont Temple, at 10.30 A.M. Address by Bishop John William Hamilton, LL.D., followed by the Promotion of Candidates for Degrees.

Reception by the Senior Class of the College of Liberal Arts in Jacob Sleeper Hall, 688 Boylston St., from 8 to 11 P.M.

PRESIDENT-ELECT GUY POTTER BENTON.

At a meeting of the Trustees of Boston University on Tuesday, May 31, Dr. Guy Potter Benton, D.D., LL.D., president of Miami University, Oxford, O., was elected president of Boston University. Dr. Benton was born in Kenton, O., May 26, 1865. He received his academic training in the Ohio Normal University, Ohio Wesleyan University, Baker University, and the University of Wooster. Dr. Benton has been engaged all his life in educational work. From 1890 until 1895 he was Superintendent of Schools in Fort Scott, Kan.; in 1895-96 he served as Assistant State Superintendent of Public Instruction in Kansas; from 1896 until 1899 he was Professor of History and Sociology in Baker University. In 1899 he became a member of the State Board of Education; from 1899 until 1902 he was president of Upper Iowa University. In 1902 he was elected to the presidency of Miami University, which position he held at the time of his election to the presidency of Boston University. Dr. Benton has the call to Boston University under consideration, but at the time of sending this issue of BOSTONIA to press he had not announced his decision.



The Departments

COLLEGE OF LIBERAL ARTS.

PHI BETA KAPPA MEMORIAL SERVICE FOR PROFESSORS BOWNE AND LINDSAY.

A memorial service of the Phi Beta Kappa Society for Professors Thomas Bond Lindsay and Borden Parker Bowne was held in Jacob Sleeper Hall on Friday, May 27. President W. E. Huntington read a letter from Mr. Edwin D. Mead, who was a personal friend of Professors Bowne and Lindsay. Mr. William Fuller, Instructor in the Mechanic Arts High School, Boston, read a paper in which he spoke of Professor Lindsay from the standpoint of a personal friend. This paper will be found on another page of this issue of BOSTONIA.

Dean George Hodges, of the Cambridge Episcopal Theological School, gave a keen and discriminating characterization of Professor Bowne, whom he had known long and well. He spoke of Dr. Bowne's serene confidence in his philosophical position. This serenity of Dr. Bowne helped his friends and pupils to acquire a confidence of belief in the fundamentals of their faith. He referred to the Ministers' Club, of which both he and Dr. Bowne were members; this club had been a potent means of bringing about a better Christian understanding among men of different faiths. Professor Bowne was devoted to his college work and his teaching; he put his best strength into his work for his University. He concentrated his strength where such concentration was most effective. All his books were along the same general line. His field was the doctrine of God. Dr. Bowne modernized the idea of God at a time when such a modernization was most needed.

Mrs. Amy Wales Bullock read a paper in which she spoke in profoundly appreciative terms of Professor Lindsay as a teacher. Professor F. S. Baldwin read a paper in which

he presented a careful estimate of Professors Bowne and Lindsay in the threefold aspect of teacher, colleague, and friend. The papers of Mrs. Bullock and Professor Baldwin will be found elsewhere in this issue of BOSTONIA.

The music was in charge of Professor J. P. Marshall, assisted by Mr. Jacques Hoffmann, of the Boston Symphony Orchestra. The programme included Händel's *Largo*, an *Andante* by Thome, and Bach-Gounod's *Ave Maria*.

ANNUAL MEETING OF THE EPSILON CHAPTER.

The annual meeting of the Epsilon Chapter was held in the College Building on Tuesday evening, May 31. After a collation in the lower corridor President E. W. Branch called the meeting to order in Jacob Sleeper Hall. It was voted that the class of 1910 be elected to membership in the chapter, and that they have this evening all the privileges of chapter membership.

Mr. R. A. Robbins's report was called for, but as it had been recently published it seemed unnecessary to read it. Mr. Robbins presented his resignation as secretary of the Epsilon Chapter. The following resolution, expressive of the gratitude of the chapter for Mr. Robbins's long service, was adopted: "The Epsilon Chapter of the University Convocation hereby commits to record both its regret that increasing business responsibilities compel Mr. Raymond A. Robbins to ask release from the duties of the secretaryship and also its lasting gratitude for the resourceful service which through twelve years Mr. Robbins has generously rendered in this particularly exacting office."

Mr. George A. Dunn spoke in reference to the campaign in progress to raise an addition of \$400,000 to the permanent Endowment Fund. He said that about \$250,000 of this fund is in sight.

Mr. Clarence H. Dempsey, '95, then spoke on "The Place of the College Man in School Administration." Mr. W. S. Chapman, '01, gave an address on "The College Man in the Philippines." He was followed by Dr. L. P. Ayres, '02, who took as his topic "The College Man in Social Service." Professor M. L. Perrin announced, by classes, the sums which had been received for the Alumni Historical Professorship Fund in response to the recent special appeal. He reported that only about \$600 more is lacking to complete the portion of the endowment which the alumni have been endeavoring to raise. Miss J. K. Ordway spoke on the question of securing a memorial of Dr. Huntington's presidency. She said that the plan is to raise enough money from the graduates to have a portrait painted and presented to the University. The following committee was appointed to take charge of the matter: Dr. E. L. Clark, Mr. E. W. Lord, Professor E. C. Black, Dean Wm. M. Warren.

On the motion of Mr. E. Ray Speare the following telegram was sent in the name of the chapter to President-Elect Benton: "The pleasant and gratifying news of your election to the presidency of Boston University having been conveyed to the alumni body of the College of Liberal Arts assembled in annual convocation this evening, they wish to offer you their heartfelt congratulations on your election, and to assure you, in the hoped-for event of your acceptance, of their continued support and united loyalty in the great work of broadening the field and influence of our University."

The new officers of the chapter are the following: president, Mr. E. W. Branch; vice-presidents, Mr. E. W. Lord, Professor Elihu Grant; secretary, Mrs. Grace Griffiths Pearson; treasurer, Mr. G. E. Whitaker; auditor, Mr. R. A. Robbins. Literary

Committee: Mr. L. H. Bugbee, Miss A. A. Cole, Miss G. A. Turkington. Library Committee: Miss J. K. Ordway. Nominating Committee: Dr. A. H. Bigelow, Mr. W. A. Chandler, Dr. H. T. Crawford, Mrs. A. H. Rice, Mr. R. A. Robbins.

REUNION OF THE CLASS OF 1905.

The class of 1905 held a reunion picnic at Echo Bridge, Newton Upper Falls, on May 28, 1910. After the programme of the afternoon and that essential of a picnic — the lunch — had been enjoyed a short business meeting was held, the president, Mr. Merritt, presiding. A report was given by the treasurer, Miss Spurr, and an assistant was appointed to the secretary, Mr. Wm. T. Nelson, who has been five years in Brazil. Following the reading of the roll-call provision was made for sending out each year to all the class a list of members, addresses, and news. Mr. Robert F. Allen was appointed chairman for the next reunion.

The following members and wives were present: Mr. and Mrs. R. F. Allen, Miss Gladys M. Barber, Miss Grace M. Mason, Miss J. Louise Marcle, Mr. Geo. N. Merritt, Mr. and Mrs. Myron P. Peffers, Mrs. D. C. Romano, Miss Edna M. Spurr, Miss Helen M. Stevens, and Miss Florence E. Trueblood.

Seven other members were at the last moment prevented from attending, and twenty-four sent greetings from twelve different States of the Union.

GLADYS M. BARBER, *Assistant Secretary*.

UNIVERSITY EXTENSION COURSES.

The Committee on University Extension Courses has issued the official circular of the courses which are offered for the year 1910-11. The following institutions will offer these courses: Boston College, Boston University, Harvard University, Massachusetts Institute of Technology, Museum of Fine Arts, Simmons College, Tufts College, Wellesley College.

The following University Extension Courses will be given by professors in Boston University:

English Composition (advanced course). Professional Writing. Two hours. Tuesday and Thursday at 3.30. Fee, \$15. Professor Dallas Lore Sharp.

The History of English Literature. Two hours. Monday and Wednesday at 4.30. Lowell Course; fee, \$5. Professor E. Charlton Black.

German. Sketches of Life among the German People from the Earliest Times to the Present. Two hours. Monday and Wednesday at 4.30. Lowell Course; fee, \$5. Professor Marshall L. Perrin.

French (elementary course). Two hours. Monday and Wednesday at 4.20. Fee, \$15. Professor James Geddes, Jr.

Physics. The Ionic Theory. Two hours. Monday and Wednesday at 3.30. Lowell Course; fee, \$5. Professor Norton A. Kent.

Physiology. Two hours (first half-year only). Tuesday and Thursday at 4.20. Fee, \$10. Professor Arthur W. Weyase.

Chemistry. History of Chemistry. Saturday at 11. Lowell Course (Teachers' School of Science); fee, \$5. Professor Lyman C. Newell.

These courses will be given in the College Building, 688 Boylston St.

The circular containing the complete list of courses may be obtained upon application to the Commission on Extension Courses, University Hall, Cambridge, Mass.

ATHLETIC CONFERENCE.

The annual meeting of the Association of New England Colleges for Conference on Athletics was held this year at the Boston City Club on May 13 and 14. There were thirty-two delegates from nineteen New England colleges, Boston University being represented by Dr. A. W. Weyssse, for the Faculty, and Mr. William F. Rogers, '94, for the alumni. At the invitation of the association, Principal Stearns of Andover was present and spoke on "What Limits Should Be Observed by Colleges in Securing Students Who Are Athletes." He pointed out the undesirable methods employed by many undergraduate managers and by trainers to induce athletes in secondary schools to attend certain colleges. In the discussion which followed, the representatives of the various New England colleges unanimously condemned these methods, and then passed the following resolution:

"Resolved, That it be the sentiment of this association that whenever any case where undue influence is brought to bear upon an athlete in a preparatory school to induce him to enter any college or university becomes known to the principal of such preparatory school, the latter be encouraged to notify the athletic authorities of the institution concerned."

During the discussion a point was brought out concerning methods which a college or university may use to attract students — a point of some interest to the alumni of Boston University just at present. It seems that a few years ago the president of one of our large Eastern universities sent a request to one of our large New England preparatory schools that the dean of his university might be allowed to address the boys of the school and set forth the advantages of his institution. The permission was granted, but the effect on the boys was the opposite of what was desired. They regarded the address as a bid for them to come to that particular university, and considered it an undignified form of advertising; in fact, the effect was so bad that when a similar request came recently from the same university, the principal of the school did not feel justified in granting it.

This Association of New England Colleges for Conference on Athletics does not attempt to legislate on athletic matters; but it endeavors by discussion to arrive at some unanimity of opinion on the conduct of athletic affairs, and to devise methods of removing some of the evils of college athletics. Any one who has had much experience in dealing with college undergraduates knows that the most effective and most agreeable method of governing them is not by making a mass of laws and penalties, but by working with the students individually until you have brought them around to your way of thinking and they ask for or are ready to accept the legislation which you believe to be best; and in no department of college activities is this truer than in athletics. It means more work for the governing body, and it takes more time, but it is always the more satisfactory way.

Other matters discussed at this meeting were "Summer Baseball," as affecting the amateur standing of students; professional coaches; the training-table; and the reduction of intercollegiate schedules; — all of which are attended with certain evils which should be eliminated. Concerning the reduction of the number of intercollegiate contests, it has been found in several colleges that this may be brought about in considerable measure by increasing the number of intermural matches, such as interclass games and meets; and it was the general feeling of the delegates that such matches should be en-

couraged. This is a line along which we should work here at Boston University, especially at present, and one strongly advocated both by President Huntington and the Director of Gymnastics.

A. W. WEYSSE.

BOSTON UNIVERSITY COURSES FOR TEACHERS.

The official circular containing the courses offered to teachers by the College of Liberal Arts during the coming year will probably be ready for distribution when this issue of BOSTONIA appears. The provisional list for the first semester is as follows: —

ANGLO-SAXON. *Professor Marshall Livingston Perrin.*

1. A Course for Beginners. Readings from Ælfred, Cædmon, and Cynewulf. Saturday, 11 A.M.
3. Beowulf. Studied from linguistic and literary points of view. Saturday, 10 A.M.
5. Historical Growth of the English Language from the Anglo-Saxon, as influenced by other languages, divided into dialects and developed into Modern English. Saturday, 9 A.M.

CHEMISTRY. *Professor Lyman C. Newell.*

It is proposed to offer for the year 1911-12 a course in Organic Chemistry which shall include lectures and experiments.

ENGLISH. *Professors E. Charlton Black and Dallas Lore Sharp.*

1. The English Bible. Saturday, 10-11. Professor E. Charlton Black.
3. Palgrave's Golden Treasury. English lyric poetry from 1557 to 1850. Saturday, 11-12. Professor E. Charlton Black.
5. Advanced Composition. Saturday, 12-1. Professor E. Charlton Black.
1. Chaucer: The Canterbury Tales. This course will not be given unless ten students apply. Tuesday, 4.30 P.M. Professor Dallas Lore Sharp.
3. How to Write. Especial emphasis will be laid upon the discovery and the development of the writer as his own literary law and material. This course will not be given unless ten students apply. Thursday, 4.30 P.M. Professor Dallas Lore Sharp.

FRENCH. *Professor James Geddes, Jr.*

1. Second-Year French. A continuation of the Elementary French Course given in 1909-10. Saturday, 9 A.M.
3. French Literature. Masterpieces of the sixteenth and seventeenth centuries. Saturday, 11 A.M.
5. Phonetics, applied to the study of French and English Pronunciation. Monday, 3.20 P.M.

GERMAN. *Professor Marshall Livingston Perrin.*

1. A course in Elementary German. Saturday, 3.30 P.M.
3. A course in Intermediate Composition. Saturday, 1.30 P.M.
5. An Intermediate Course in German Literature. Saturday, 2.30 P.M.
7. An intensive study of Germany, its cities and internal organizations, *Land und Leute*, conducted in German and given with maps and illustrations. Saturday, 12.30.
9. At convenient hours on Wednesday and Saturday afternoons, classes of not more than four members each will be held for practice in German conversation.

GREEK. *Professor Joseph Richard Taylor.*

1. Plato, Republic. The entire work will be read either in the original Greek or in

Davies and Vaughn's English translation, at the option of the student. Selections will be read from Cicero's *De Re Publica* and St. Augustine's *De Civitate Dei*. This course is designed for students of either ancient or modern literature. Tuesday, 4.20 P.M.

3. Comparative Drama. Aristotle's Poetics. One or more plays of the following authors will be read: Æschylus, Sophocles, Euripides, Seneca, Corneille, Racine, Cr billon, Maffei, Voltaire, Goethe, Dumas. This course does not presuppose a knowledge of any language but English, but those who can read any or all of the plays in the original will be encouraged to do so. Thursday, 4.20 P.M.

ITALIAN. *Professor James Geddes, Jr.*

1. Elementary Italian. Saturday, 10 A.M.
3. Second-Year Italian. Selections from the masterpieces of Italian literature. Saturday, 12 M.
5. Dante. Conducted entirely in English. Wednesday, 3.20 P.M.

LATIN. *Professor Alexander Hamilton Rice.*

1. Latin Writing. Required writing, criticism, and discussions. Hour to be announced.
3. Latin Literature. The literature of the Silver Age. Lectures and reports and assigned reading. Hour to be announced.

MATHEMATICS. *Professor Judson B. Coit.*

Analytic Geometry and Calculus. An introduction suited to the needs of those who have studied the elements of Plane Trigonometry, and who wish to obtain some knowledge of the more advanced methods of investigation. The course will be given if requested by at least eight students. Tuesday and Thursday, 4.20 P.M.

PHYSICS. *Professor Norton Adams Kent.*

The Discharge of Electricity through Gases; Radioactivity. Hour to be announced.

PORTUGUESE. *Professor James Geddes, Jr.*

Elementary Course. Friday, 4.20 P.M.

SPANISH. *Professor James Geddes, Jr.*

Elementary Course. Thursday, 3.20 P.M.

Second-Year Spanish. Selections from the masterpieces of Spanish literature.

Friday, 3.20 P.M.

The official circular, which may be obtained upon application to the Dean of the College of Liberal Arts, will give detailed information concerning the courses, fees, matriculation, etc.

The annual meeting of the Graduate Men's Club, at the College Building, May 13, considered the plan recently proposed by a committee of alumni and approved by the Board of Trustees for a Men's Secretary in connection with the college. The attendance was large and the spirit of the meeting was enthusiastic; both the earlier and later classes were well represented, and not a few alumni from distant points were present. Mr. George A. Dunn, '89, was toastmaster. Speeches were made by President Huntington, the Hon. John L. Bates, Professors Marshall L. Perrin and Frank L. Simpson, Mr. Leonard Porter Ayres, '02, of the Russell Sage Foundation, Mr. Everett W. Lord, '00, and others. Dr. Lucius H. Bugbee, '97, pastor of St. Mark's Church, Brookline, presented the financial aspect of the plan, and received a response in subscriptions far out-running the hopes of the committee in charge, and aggregating a little less than \$1,700. The display of warm and generous interest in the welfare of the college was a favorable omen for the success of the movement for increasing the University's endowment.

Mr. Samuel Montefiore Waxman has been appointed Instructor in Romance Languages, succeeding Mr. Lester R. Talbot, '06, who has been elected Jacob Sleeper Fellow for the year 1910-11. Mr. Waxman was born in the city of Boston in 1885. He prepared for college in the Roxbury Latin School, graduating from that institution in 1904. In 1907 he received from Harvard the degree A.B. *summa cum laude*, with Highest Final Honors in Romance Languages and Literatures. After his graduation from Harvard he spent a year as Instructor in Romance Languages in Syracuse University. In 1908-09 he was John Harvard Fellow and Fellow of the Ministry of Public Instruction of the French Republic. During the same year he was *Lecteur Anglais Adjoint à la Sorbonne*, and *Professeur d'Anglais au Lycée Condorcet*. In the second half of the year 1909-10 he was Instructor in Romance Languages at Harvard University, and in 1910 he received the degree of A.M. from that institution. Mr. Waxman has published in the *Journal of American Folk-Lore* for April, 1908, a study of the "Don Juan Legend in Literature."

For some months a committee of ladies, consisting of Mrs. W. E. Huntington, Mrs. F. Spencer Baldwin, Mrs. James Geddes, Jr., Mrs. Dillon Bronson, and Mrs. Wm. M. Warren, treasurer, has been engaged in furnishing the Gamma Delta Room and the main corridor of the College Building. Among the important additions to the furniture of these rooms are the following: a concert grand Chickering piano, given by Mr. Otis Kimball and secured through Professor J. P. Marshall, has been placed in the Gamma Delta Room; two pictures ("Castle of St. Angelo" and "Sir Galahad") were purchased and placed in the Young Men's Assembly Room; a vacuum cleaner was purchased for general use in the College Building; tables and chairs were purchased for the Gamma Delta Room, and some tables and settles were provided for the alcoves of the main corridor.

The larger amount of the money needed to make these purchases was secured by Mrs. W. E. Huntington. Mrs. E. Charlton Black generously gave a recital at Mrs. Kehew's elegant music room on Chestnut St., Boston. From this recital the sum of \$140 was realized. A substantial sum was realized from an entertainment given by children of the members of the college Faculty. Other sums of money were generously contributed by graduates, students, and friends of the University.

At the annual meeting of the Phi Beta Society on Friday, May 27, the following graduates of the college were elected to honorary membership: Mr. Irving P. Fox, '83; Rev. Lucius H. Bugbee, '97; Mrs. Amy Wales Bullock, '98; Miss Eva H. Day, '09; Miss Sara A. Emerson, '77. The following honorary members were initiated: Miss Alice Dean Mumford, '78; Mrs. Edith Talbot Jackson, '77; Mr. Edmund Jacobson, of Northwestern University.

It was voted that the Phi Beta Kappa Society give the sum of \$700 to the Alumni History Professorship Fund in memory of Thomas Bond Lindsay and Borden Parker Bowne, said sum to remain in the treasury of the society until the full Professorship Fund be realized.

The officers for the ensuing year are the following: president, Joseph R. Taylor; vice-president, Robert E. Bruce; secretary and treasurer, Ada A. Cole.

The class of '85 held its twenty-fifth anniversary reunion in Stoneham, June 4, at the home of Mr. William Brackett Snow, teacher in the Boys' High School, Boston. Six of the original eleven who entered in '81 were present: Mrs. Marion Butterfield Knight; Miss Frances Peirce Owen, of the Newton High School; Miss Caroline Aiken Sawyer, of the Cambridge High School; Mrs. Mary Warren Ayars; Mr. George Edgar Whitaker, publisher of the *Zion's Herald*; and the host. Mrs. Mabel Goss Rogers, who had come on from California, was kept away by illness, and Mrs. Emma Cooper Adams telegraphed greetings from Michigan. Mrs. Charlotte Barrell Ware sent a report of her interesting and beneficial work at the Warelands Dairy Farm, as extreme pressure of work prevented her attendance.

Two of the sixteen graduated in '85 have been promoted from earth,—Mrs. Hattie Angevine Woodman and Miss Lilla B. Gage.

The numbers at the reunion were increased by three associate members,—Mrs. Snow, Mrs. Whitaker, and Dr. Frederick H. Knight,—and ten '85 Juniors, Misses Marion and Molly Whitaker, Elinor Snow, Marion Rogers, Christine Ayars, and Messrs. Howard and Frederick Knight, and Bruce, William, and Wallace Snow. Three of the Juniors are already members of the College of Liberal Arts, and others are expected later. The total number of Juniors, so nearly as can be ascertained, is twenty.

Mr. George E. Whitaker was elected president, and the secretary and treasurer is Miss Caroline A. Sawyer, who has served the class in that capacity since graduation.

The class of 1906 held its annual Commencement Reunion on May 28, at the College Building. It was a small gathering of enthusiastic alumni. After a delightful luncheon at the Bayberry Inn, the class discussed the University Campaign for \$400,000. After considering several propositions to aid the college, it was voted to establish a "B. U. '06 Fund," the first payment from this fund to be \$500 and to be applied to the History Professorship if this professorship is not complete on Jan. 31, 1911. This fund is for the benefit of the University, and it is to be renewed each year by subscriptions from the class. F. R. Willard was chosen treasurer of the fund.

Among those present were Mrs. Helen Flanders Allen, Misses Lucile Gulliver, L. M. Sanborn, E. M. Piper, Lottie A. Dodge, Carlotta M. Brant, E. J. Murphy, E. F. Skerry, and Messrs. L. R. Talbot, F. R. Willard, R. N. Turner, A. H. Avery, and W. H. H. Peirce.

The Spring Meeting of the Massachusetts Society for the University Education of Women was held at the home of Mrs. George Defren, 9 Fairbanks St., Brookline, on Wednesday afternoon, April 20. Mrs. Del Castello spoke on "Boston as a Musical Centre." Mr. Radion Mendelevitch gave a violin selection. At the close of the literary programme an informal reception was tendered President and Mrs. Huntington.

Miss Elizabeth C. Northup, '94, a member of the Board of Trustees of Boston University, sailed for Europe on Tuesday, May 31, as the delegate from the Northwestern Branch of the Woman's Foreign Missionary Society to the World's Missionary Conference, which was held in Edinburgh.¹

Miss Gertrude Leland Burr, '06, was married on June 8 to John Ashworth O'Neil, LL.B. '08.

Following a custom of recent years, the men of the college gave a reception on Friday evening, April 15, to the young men of the Senior classes of the high schools in Boston and vicinity. A large number accepted the invitation of the undergraduate committee. A literary programme was carried out in Jacob Sleeper Hall. Mr. Paul R. Danner, of the Freshman class, introduced Dean W. M. Warren, who welcomed the guests. Dean Warren in turn introduced President Huntington, who gave a succinct statement of the advantages which Boston University offers to its students. Professor E. C. Black gave a reading, and Professor M. L. Perrin made an address. Music was furnished by the University Glee Club. At the close of the literary programme refreshments were served and a social hour followed. During the evening the Observatory and the Science Laboratories were open to the guests.

The Chemical Museum has received the following donations: one set of mounted samples showing the raw and commercial forms of salt, from the Diamond Crystal Salt Co., St. Claire, Mich.; a set of eighteen samples of vaseline products, from the Chesebrough Co., New York City; one framed drawing of a glass-blower, and a set of eight samples of the raw materials used in making glass, from the Macbeth-Evans Co., Pittsburgh, Penn.; and twenty-five specimens of asbestos products, from the H. W. Johns-Manville Co., New York City.

At the fifth annual meeting of the Classical Association of New England, held at Hartford, Conn., on Friday and Saturday, April 1 and 2, Assistant Professor Donald Cameron read a paper on "The Princeton Preceptorial System in Practice." Among the other representatives of Boston University who attended, or took part in the exercises, was Miss Mary J. Wellington, '87, who participated in the discussion following the reading of a paper by Principal George H. Browne, of the Browne and Nichols School, on "Some Economies in Teaching Latin, with Special Reference to Syntax."

On Saturday, April 9, the Massachusetts Alpha of Pi Beta Phi gave, at the home of Professor John P. Marshall, in Brookline, a musicale for the benefit of the Gamma Delta Room. Those who took part in the programme were: Professor J. P. Marshall; Miss Gladys M. Barber, '05; Miss Frances B. Dillingham, '91; Mr. Leon E. Baldwin, '97. At the conclusion of the musical programme the ladies of the fraternity served tea. The patronesses were Mrs. Norton A. Kent and Mrs. James Geddes, Jr. The committee in charge were: Miss Georgia F. Bentley, '10; Miss Jennie B. Allyn, '04; Miss Mary C. Galbraith, '05; and Miss Eugenia L. Goodwin, '10.

On Friday, April 8, President Isaac T. Headland of Pekin University delivered an address before the students of the college at the conclusion of the regular chapel exercises. President Headland was introduced by Professor J. B. Coit. Dr. Headland has been for sixteen years at the head of Pekin University. He is a graduate of the School of Theology of Boston University, class of '90.

Professor Dallas Lore Sharp was one of the contributors to the *Boston Globe* of June 12 in the discussion of the question "Does a College Education Educate?"

Miss Mary Louise Dyer, '08, was married on June 8 to Gorham Waller Harris, Harvard '07. Mr. and Mrs. Harris will be at home after October 1 at 38 Mapleton St., Brighton, Mass.

The following members of the class of 1910 were elected to membership in the Phi Beta Kappa at the meeting on Saturday, May 21: Miss S. E. Batchelder, Miss H. L. Brown, Miss H. L. Byrne, Miss S. Dewhirst, Miss S. W. Eastham, Miss M. Greeley, Miss E. B. Kirkton, Miss O. R. Marshall, Miss L. B. Morse, Miss S. L. Nelson, Mr. H. L. Perrin, Miss M. K. Taylor, Miss H. A. Thayer.

The tenth volume of *Epsilon* appeared early in May. It includes the addresses of all graduates of the College of Liberal Arts, including the class of 1909. The supplementary material includes the officers of the Epsilon Chapter, a necrology, a list of the marriages reported to the secretary since the publication of the last *Epsilon*, a list of births, the Faculty of the College of Liberal Arts, the Corporation, the Alumni Room, the Alumni Professorship Fund, report of the treasurer of the Epsilon Chapter for the year ending June 1, 1909.

The *Outlook* for Saturday, April 30, contained an essay by Professor Dallas Lore Sharp, entitled "The Nature-Writer." The leading article in the *Brown University Alumni Monthly* for April consisted of liberal extracts from Professor Sharp's article on "Hunting Turtle Eggs for Agassiz," which was originally published in the February issue of *The Atlantic Monthly*. Professor Sharp contributed to *The Atlantic Monthly* for June an article entitled "The Clam Farm: A Case of Conservation."

The L. E. Knott Apparatus Company of Boston has issued a pamphlet containing the "Newell Collection of Lantern-Slides in Chemistry." This collection was selected and arranged by Professor L. C. Newell, of the Department of Chemistry in the College of Liberal Arts.

Professor N. A. Kent and Mrs. Kent sailed from Boston for Liverpool on Tuesday, May 24. Professor Kent will make an inspection of the physical laboratories of various universities in England and on the continent, and he will purchase some apparatus for the Physical Laboratory of Boston University. He expects, also, to meet several well-known scientists. He proposes to spend some time in England, Switzerland, France, and Germany, and will return in time for the reopening of college next September.

Among the Boston University graduates who will have important responsibilities in connection with the coming meeting of the National Education Association in Boston are Miss Catherine M. McGinley, '02, vice-president of the Boston Teachers' Club, and Mrs. Caroline Stone Atherton, '84, representing the Massachusetts Federation of Women's Clubs. Miss McGinley, with a group of assistants from the Boston Teachers' Club, is to be in charge of the reception, rest, and writing rooms at the old Art Museum. Mrs. Atherton will have charge of the hospitality at hotels.

SCHOOL OF THEOLOGY.

The Matriculation Day address will be delivered next October by the Rev. Chas. L. Goodell, D.D., of Calvary Methodist Episcopal Church, New York.

Five of this year's graduating class have gone into the work of foreign missions,—R. B. Sheppard as secretary to Bishop Hartzell; H. N. Howard to Africa; C. M. Donaldson to South America; R. D. Bisbee to India; S. H. Armand to the Philippine Islands.

The outlook at the School of Theology promises a record-breaking attendance. There are ten more applications for rooms on file at this time than for any previous year up to this date.

At the meeting of the Alpha Chapter at the Boston City Club on Tuesday, May 31, Dr. F. H. Knight acted as toast-master. Congratulations were telegraphed to President-elect George P. Benton. Dr. G. S. Butters spoke on "What I Would Do with the School of Theology if I Had Plenty of Money." Dr. Charles E. Spaulding took as his topic, "Enthusiasm for the School." Rev. C. H. Stackpole's theme was "If I Were a Theological Professor." Dr. M. B. Chapman, of New York, gave some reminiscences of his professorship in the School of Theology. Dr. George C. Cell described the progress of the \$400,000 campaign and the Borden Parker Bowne Memorial Professorship Fund. The closing address was made by Dean W. F. Warren.

SCHOOL OF LAW.

At the recent commencement sixty-nine degrees were granted to members of the Law School: LL.B., 52; I.B., 11; LL.M., 5; LL.D., 1.

SCHOOL OF MEDICINE.

The annual Clinical Week exercises, that have now become a feature of the Medical School, were held from May 31 to June 4 this year. The application-list for attendance was larger than the preceding year by nearly forty, there being in all a total of two hundred and twenty tickets issued. The exercises consisted of clinical lectures, clinics, and demonstrations by thirty-five members of the Faculty, and were held at the Medical School, the Out-Patient Department of the hospital, and the hospital amphitheatre. The attendance was good, even in spite of the most unpropitious weather, and those participating all spoke warmly of the benefit derived, and much appreciated the courtesy of the institution in offering the course.

At the meeting of the Alumni Association of the School of Medicine at Young's Hotel, on Tuesday, May 31, it was announced that Mrs. Robert D. Evans has offered to give the sum of \$10,000 on condition that the school raises an equal amount before July 1, 1910.

Dr. C. M. Nordstrom, M.D. '83, died, in Malden, on Wednesday, May 4. Before taking up the study of medicine Dr. Nordstrom had been treasurer and financial secretary of Wesleyan Academy, Wilbraham, Mass. After completing her medical course she took up the practice of her profession; and with the exception of a year when she was obliged to cease professional work because of an accident, she had practised medicine in Malden.

The *New England Medical Gazette* for April announces the marriage of Dr. Laurence R. Clapp, '08, to Miss Helen W. Rhone, in New York City, on Wednesday, March 23. Dr. Clapp is in practice in Farmington, N. H.



ARCHIBALD C. BOYD

BOSTONIA

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IN MEMORIAM: ARCHIBALD C. BOYD.

Clarence L. Newton.

PROFESSOR ARCHIBALD C. BOYD, of the Boston University Law School, died Sunday morning, September 11, while visiting with his wife in Chicago, after only a very few and unconscious moments of illness.

Professor Boyd was born in Saint Stephen, N. B., on June 24, 1866. He received the degree of A.B. from Dartmouth College in 1889; that of LL.B. from the University of Minnesota in 1897; and later, in 1906, was awarded the degree of LL.M. by Boston University. He was a member of the Maine, Minnesota, New York, and Massachusetts Bars. He was connected with the West Publishing House from 1892 to 1897, and with the American Law and Publishing Company from 1897 to 1904. The latter company he left to accept his position in the Boston University Law School. He was a Mason, a member of the Odd Fellows, the Royal Arcanum, as well as a member of the college fraternity Theta Delta Chi and the legal fraternity Phi Delta Phi.

On June 7, 1899, he married Annie F. Kenney, of Chicago. Their married life was beautiful and happy. To know them was to feel a perfect union and sympathy and to be conscious of the complete companionship which existed between them. Seeing them together made one believe more fully in the sweetness of life.

In every aspect of his life Professor Boyd was a significant influence. His character attracted and compelled admiration; his personality was one

that went straight to the hearts of all who knew him, and they loved him dearly. Profound sincerity was always the basis of his every speech and action — a thorough, ingrained, constant sincerity, which was fully present in every relation, with students, with friends, with himself; a sincerity which knew but one time, and that was Life.

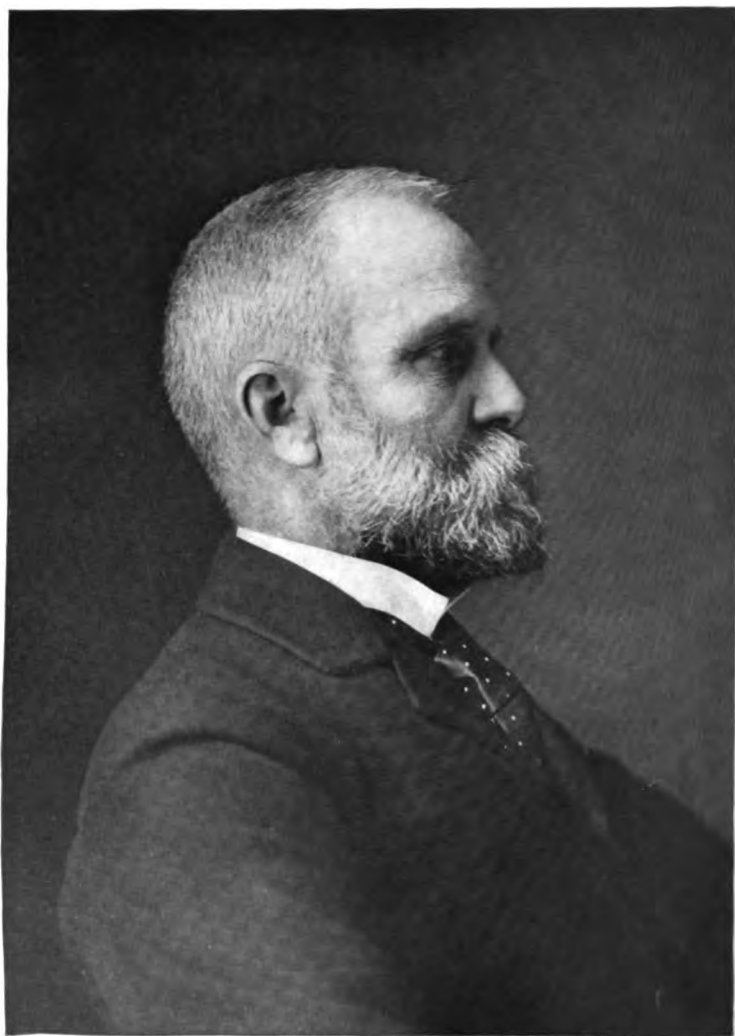
As a teacher he was able, clear, and fair. No student passed under his influence without feeling it to be potent and helpful. He did more than teach Law: he taught as well a high appreciation of the depth and essentials of personal character. It was the man himself with whom they came in contact that made his courses valuable and pleasant to his students. He carried into the performance of his work, as he did unconsciously into all intercourse, a fine sense of boyishness and youth that made him one with his students, and gave a freshness and pleasantly genial spirit to all his work. And above all else he was fair — a quality which is so deeply essential and so keenly appreciated by all students. He responded to the needs of each individual in his class; those with the least ability received from him the same accurate fairness as did those of the highest talent. He was invariably courteous and kindly; and it was just these human qualities of the man, together with his so thorough and so genuine truthfulness, that made every one of his students like him.

The characteristics which made him potent and highly liked as a professor were markedly prominent in his relations with men. As a friend — and he was such to many — he was highly worthy. His interests and his sympathy were both broad and vital. He regarded men and things thoughtfully, tolerantly, and most kindly. With him one was ever conscious of a simple, direct trueness in his attitude to men and affairs.

As to his own life he was somewhat reserved, yet always, one felt, quietly and thoroughly happy. He found in its problems, as he did in other things, the joy and goodness to be the most prominent. He so truly exemplified that little verse, apropos of "Every cloud has a silver lining:"

"And so I'll turn my clouds about
And always wear them inside out,
To show the lining."

A free joyousness touched with a happy, bantering spirit distinguished his intercourse, and that, joined with his whole sincerity, made an enemy an impossibility and won for himself always genuine friendship. He could say no unkind word of any one; his heart was too genial and charitable: he saw only the good.



BORDEN PARKER BOWNE

His work now is ended, but his life will remain for us who know him significant and living, and by its whole quality will make us believe in everything that is good.



BORDEN P. BOWNE.

Francis J. McConnell, D.D., President of De Pauw University.

[A memorial address delivered in Jacob Sleeper Hall, Boston University, on Sunday, April 17, 1910.]

AS we think of the relation of Borden Parker Bowne to Boston University our thought naturally moves in several well-marked channels. We may think first of the philosopher, using his desk here and his study yonder at Longwood to set before the world a way of looking at the problem which the universe makes for the speculative intellect. And next we are very likely to think of him as the theologian, speaking to candidates for the Christian ministry the words destined to have mighty significance for the theology of a great denomination. Then our minds may busy themselves with recollections of his force and charm as a teacher, apart from the subject-matter which it was his special duty to impart,— the keenness of his wit, the range of his illustrations, the aptness of his quotations. Or we may think of the friendships which began in the classroom, and which revealed to successive generations of college and theological students that inner life whose going leaves us so poverty-stricken at this hour, and yet whose abiding influence upon us is the largest and finest asset that many of us would care to boast.

This is not the time or place for an attempt at critical estimate of Professor Bowne's worth as a philosopher. That is a matter for the classroom and for the philosophic journal. It may not, however, be inappropriate here to pass under review some contrasts between the thought world at the time when Dr. Bowne began his work and that world at the time when his work ceased. There can be no worthier tribute to the force of this our philosopher than to see what his field was when he came into it and what it was when he left it. We shall not forget that there were many other effective workers in the same field, and we shall not attempt to say just how far he was responsible for results and how far those others were. It is enough for us to see that he strove from the beginning for a certain result; that in many respects he saw his aim achieved; that he was one of the mighty forces of

his time working toward the consummation of great changes in the world's thinking. He himself hailed any man as brother who travelled in his direction. He would ask no higher honor than that we note how far the causes for which he wrought have moved forward. One of the joys of his closing days was just to look back and see how far the world had travelled in thirty years and to reflect that he himself had from the beginning seen the goal and had worked toward it.

Professor Bowne's earliest work in philosophy was in criticism of the evolutionary movement which has been so prominent in the thinking of the generation just past. It will be remembered that Darwin announced his theory of natural selection in 1859; that Herbert Spencer published his "First Principles" in 1862. Borden P. Bowne was graduated from New York University in 1871. Within a very short time after graduation he published a criticism of the philosophy of Herbert Spencer. Dr. Bowne used to tell in after-years of the utterly defenceless plight of the American philosophical and theological world before the first advances of the evolutionary philosophy. Evolution did not mean in 1871 what it means now. Then it meant not only the statement of the steps by which the world had advanced from lower to higher forms, but it implied also an agnostic and even materialistic philosophy. The plausibility of the system in its scientific statements lent plausibility also to a philosophical scheme in its implications, though not always in its direct teaching materialistic. The new system, Bowne used to say, was met by volleys of shudders. The young Bowne was one of the first to see through the weakness of the Spencerian system on its philosophic side. He saw that the evolutionistic philosophy had built itself on a crude sense plane; that matter and force had been assumed outright and had been declared to be evolving from lower to higher forms according to a program expressed in a showy formula which struck the young philosopher's sense of the ridiculous. In a little book on the "Philosophy of Herbert Spencer" Bowne pointed out weaknesses which are apparent to the most ordinary reader to-day. The weaknesses were not so apparent then. We to-day can very readily see through the difficulties of that time. Herbert Spencer has not yet been dead a dozen years, but no man in the history of thinking is more thoroughly understood to-day, and more completely passed by. Spencer came upon the scene at an uncritical time, when the theory of Darwin was making positive gains through its own worth, and when men were anxious to apply the new theory to all forces in the universe. Spencer gathered up and expressed the half-formulated craving of the day for a new system founded on Darwinism.

He was a genuine voice of his time, and his strength and weakness both arise from this fact — the strength which so soon made him a leader and the weakness which showed itself in the manifold contradictions of the system when viewed critically. Spencer was a voice, expressing the mind of the time; but the time was not one which could speak finally on great philosophic problems. There were confusion and contradiction and some vital inspiration in the time, and all this came to utterance in the philosophy of Spencer. We see to-day that the system indicated no path for permanent gain. Spencer's value was in relieving the mind of the time by voicing its struggling, indefinite, incoherent, heterogeneities.

Now Bowne from the beginning took the ground that evolution as a theory of causes is worthless; as a theory of origins and of the order of progress, harmless. This helps us to see his relation both to Spencer and Darwin. Spencer amused him. Darwin won his respect, so far as scientific pronouncements were concerned. Bowne felt that Spencer was on a side-track, but that Darwin moved in the main line of progress — though he repeatedly pointed out that very little was left of original Darwinism after a few years. Yet Darwinism was vital in that it helped on to something better. What roused Bowne was the attempt of all sorts and conditions of speculators to claim the Darwinian hypothesis, provisional at best, for final statements of philosophic truth. So he criticised Spencer in the little book which *The Popular Science Monthly*, to Bowne's vast amusement, called a "swaggering polemic," the work of a man "eminently unscrupulous." Bowne welcomed the criticism as a sign that the shot had gone home. When John Fiske's "Outlines of Cosmic Philosophy" appeared, Bowne criticised that in *The Methodist Review*, and also the "Candid Examination of Theism by Physicus." This last criticism was especially severe. Bowne's early style was exceedingly sharp, and never sharper than in the articles published in the seventies in *The Methodist Review*. The articles threw the Spencerians into a rage, and the rage was all the more intense because the argument of the young critic was so hard to answer. Notice, however, what happened as the years went by. Fiske ended his career by writing defences of theism and of immortality. He would have said that there was no change from his earlier position, that he meant theism and immortality all along; but it is fairly hard to find the same view in the chapters on "Cosmic Theism" that we find in "Through Nature to God." Quite likely Fiske did hold to the same formal principles to the end of his life, but the spirit of the work changed. Romanes, who wrote the "Candid Examination," came back to the faith of earlier life,

dying not only a theist, but a Christian, having seen through the weakness of his own early argument. Spencer came out at the end a long distance from where he went in, changed at least in spirit. Now we do not claim that Bowne was distinctly in the thought of any of these men as they moved away from the earlier interpretations, but we do believe that Bowne did much to help on that change of view which became part of the common thinking and which modified even the thought of the evolutionary leaders themselves. Spencer and Fiske and Romanes may never have seen the articles of Bowne, but all came in the end to substantially the conclusions which he had pointed out in the beginning. Others did see these articles, and these others helped to a better understanding of the real strength and weakness of the forces which gathered about the thought of evolution.

So far as the relation of Bowne to the evolutionary movement is concerned, we are looking upon a finished work. He helped clear the mind of his day of confusion between evolution as a theory of origins and progress and evolution as a final theory of the universe. He welcomed any real progress that might come through the work of Darwin and his successors. He criticised even to ridicule the pretensions of Spencerism to be final philosophy, or in the true sense philosophy at all. It would not be too much to say that the thought of America to-day is in accord with both these positions. It is of significance, also, that Bowne left in manuscript a treatment of Spencer written in these later years, and that this treatment had been sought for by Japanese students trying to meet Spencerism in Japan, where Spencer has to-day something of a following.

When we look at the constructive side of Bowne's philosophic work we think of him as an apostle of philosophic idealism. After leaving New York University Bowne went to Germany, where he studied under Hermann Lotze. The first edition of Bowne's "*Metaphysics*," published in 1882, is dedicated to Lotze, and the conclusions are offered as substantially Lotzian. Those conclusions are, in brief, that being is essentially activity; that the activity must be the activity of a personal agent; that matter is the thought of mind acted into manifestation under the forms of space and time. Bowne at first characterized his system as "objective idealism," insisting that while our minds are active agents they are not the creators of the universe in the sense that the divine mind is; that the world which our minds seize is not our subjective creation, but is objective in the sense that it is God's thought and God's act. All things root in the omnipresent God, who is immanent not in the sense that he is a vague and misty impersonality encompassing all things, but in the sense that He is a thinker

immanent in His thought and a Doer immanent in His deed. He saved God from the shipwreck of pantheism,— the shipwreck which comes from making God directly responsible for sin; by insisting upon the moral and speculative significance of human freedom. We have a measure of self-direction. We can either direct ourselves to God and work with Him, or we can direct ourselves away from Him. In the first book on "Metaphysics," we repeat, the system was characterized as "objective idealism." In the revised edition of "Metaphysics," published fifteen years later, there was a new note. Bowne called the essentials of his system "transcendental empiricism," by which he meant that in all things mind is first and creative; that mind is bound by no categories which are superior to the living agent itself; that we can only tell what mind is by its progressive revelations; that the categories which we think of as hard-and-fast do not make mind, but that mind makes the categories. There was firmer insistence that space and time are not things in themselves, but forms of the mind's activity. The third stage in his thinking is marked by the publication of the Harris lectures at Northwestern University, on "Personalism." The significance is in the new name, and in what the name implies. Bowne had become dissatisfied with the characterization of his thought as idealism, partly because the word "idealism" is apt to suggest Hegelianism — for which, by the way, Bowne had profound respect — and partly because he wished to suggest the idea of fuller experience than that suggested by idealism. Objective idealism, transcendental empiricism, personalism, are, then, stages in exposition which run from 1882 to 1904.

It has been said by some that Bowne was an echo of Lotze. He did indeed take his start from Lotze, but with the above development in mind we must say that he passed far beyond Lotze. The truth is that Lotze treated Bowne as practically an equal back in the old student days. One summer day Bowne went to call on Lotze at his home in Germany. As Bowne left he remarked, looking at the clouds which were rising in the valley, "A storm is rising." Lotze looked across the valley and replied, in a puzzled way: "But nothing to the storm of doubts and questionings which you have raised in my mind concerning some of my positions."

We are not so much interested in the relation of the Bowne thought to the Lotzian as in the outcome of the Bowne movement. In 1882 idealism had little hold in America. To-day it is the most popular system among strictly philosophic reasoners; and while each philosopher treats idealism from his own standpoint, standpoints as diverse as those of Bradley of England and Royce of America, we must not forget the part which Bowne

played in bringing about the change which makes idealism so widely accepted to-day.

Here, too, we must look upon the work of Bowne as essentially a finished work. Those who stood close to him know that with the publication of "Personalism" he had decided to do but little more in the way of formal philosophical exposition. He lived to see idealism triumphant in England and America, and to see Eucken, the German whose thinking is most like Bowne's, take the Nobel prize for idealistic work — a prize which might well have been granted to Bowne himself.

There is one further field in which Bowne worked from the strictly philosophic standpoint. Acute logician as he was, he nevertheless knew the limitations of logic, and taught that the real issues of life lie deeper than the logical reason. He taught from the beginning the practical character of belief, and laid stress on the fact that the deepest understandings come out of the reaction of the total life against the total of forces brought to work upon life. Away back in the eighties he published in *The Methodist Review* an article on "The Logic of Religious Belief," in which he showed that in the deeper questions the mind does not proceed by strict logic, but by assumption in accord with its own deepest life needs. He took the same position in the introduction to his work on theism, showing that the demand for God is the great argument for God; that we must postulate God to meet the demands of our total experience. He insisted that there was nothing new in this thought, that it really received practically final expression in Kant's "Critique of the Pure Reason" and in his "Critique of the Practical Reason." This thought movement, also, Bowne lived to see come to power and large acceptance under the name of "pragmatism." As a matter of fact, everything that is really valuable in pragmatism is in Bowne, by implication at least, and this view in the hands of Bowne received much steadier and sounder treatment than in the hands of most of the present-day pragmatists. Present-day pragmatism strenuously denies that it puts the stress on a too practical result as the test of the worth of a belief; it would insist that it finds a place for purely intellectual needs; but when the pragmatists go on to pronounce mathematical axioms merely practical postulates we can find a reason for Bowne's insistence that current pragmatism is shallow. Our main point is, however, that Bowne lived to see his essential position as to the practical character of belief widely accepted. If he had lived it is quite likely that his services in this field would have been to criticise and correct a view with which he was in the main largely in sympathy. In the field of ethics, especially, Bowne felt that we must be on our

guard against the deductions of strict logic. He felt, and taught, that there are two poles in the moral life: the inner spirit of good will and the outward expression of that spirit. In the development of the inner spirit the life moves not by reflection upon abstract precepts, but by throwing itself upon the system of things and acting upon the assumptions which the growing life calls for. He had great scorn for abstract and closet moralizers, insisting that the course of history and of individual life shows clearly the tendency of such moralizers to become "aberrant" and silly, if not positively pernicious. The growing life he looked upon as the standard, fixed only in the general direction in which it moves.

In these strictly philosophic lines, then, Bowne himself looked upon his work as essentially finished. He did not expect to write much more in philosophy. While he was only sixty-three years old when he died, he had been writing and teaching philosophy for thirty-six years and his interests had turned more fully into other lines. For the last fifteen years the problems of the religious life had meant more to him than ever before. He took more and more interest in the theological students who came to him from the School of Theology, and wrote more and more upon themes of current theological importance. He played a large part in adjusting the thought of the Methodist Church to the view of the Scriptures made necessary by the achievements of the modern school of Biblical criticism. The fundamental thought of Bowne in theology was his conception of the immanent God who worketh hitherto and worketh forevermore. He found in the Scriptures the revelation of the purpose of that God in his work with men. Dr. Bowne literally steeped himself in the thought and expression of the Scriptures, so that he knew them as few men have ever known them. Yet he valued them not for particular texts, but for the general thought of God and life which they set forth. He rejoiced to talk of the good news of the Gospel. Now, so long as this essential good news was kept to the front, he did not concern himself with criticisms which concerned details. He insisted that the Book must be looked upon as a book of real life, coming out of the processes of real life, showing the imperfections of the men who lived the life out of which the Book came and the limitations of the men who wrote the record. He rejoiced at every advance of study which would make the Book clearer in its essential meaning and purpose. He knew too much of the real processes of life to have great patience with a view which would go so far down into details as to distribute a verse in the present record among three different authors by a process of latter-day criticism; but on the whole he was thoroughly in sympathy with the modern

movement in Biblical study. He felt that such study would in the end result in clearer understanding of the fundamental meaning of the revelation; and in this lay his chief interest. Those perplexed about the abstract notions of inerrancy and infallibility could do nothing better than to read the essay on "Studies in Christianity" which deals with this question.

For Dr. Bowne the Christian revelation centred, of course, about the character and person of Christ. On this point he was the most orthodox of the orthodox. For him Christ was the Son of God become man for our salvation. He held to this view as a satisfaction of his own religious needs. He used to say that the exalted view of Christ brought Christ nearer to men than the thought of Christ merely as a religious genius; for he felt that men would always feel at a distance from a genius of any kind. For Dr. Bowne our human conceptions were at best only "adumbrations," to use his own word. He felt that in theology dogmas must be held not as hard-and-fast statements of absolute finalities, but as suggestions and foreshadowings which point out and on toward the direction of the largest and fullest satisfaction of deep life-needs. He had his own view of Christ on the technically philosophical and theological side, but he would have become very impatient if any one had taken the statement as a hard-and-fast proposition in academic logic. He used to say that the advance of theology had come from putting larger and larger meaning into the thought of God; and so he thought of the progress of our conceptions of Christ. The largest thought he felt to be small as but feebly expressing or hinting at the truth, and his mind moved ever in the direction of what seemed to him to promise more and more. In a word, he felt that the revelation in Christ came out of the fulness of the moral life of God. Dr. Bowne felt that the obligations of creatorship placed God under the heaviest bonds to reveal Himself to His children in His essential purpose. He was not willing to think of Christ as a mere gift of God bestowed upon men as a rich man might give out of abundance at no cost to himself. He thought of Christ as meaning much to God, and as expressing the earnest solicitude of God for His children. He liked to quote the simple lines from the old hymn as he thought of Christ:

"None of the ransomed ever knew
How deep were the waters crossed,
Or how dark was the night that the Lord went through
Ere He found the sheep that was lost."

With the exact formulation of all this he did not much concern himself,

though he had his own theory as to what he called a "line of least resistance." He held to the belief in the Divine Incarnation because in that path he found completest rest unto his own soul.

The latest formal theological contributions of Dr. Bowne had to do with what he conceived to be a mistaken naturalism in the interpretation of Christianity. He felt disturbed at what seemed to him like the emergence of a dogmatism from the basis of naturalism. We must take care to understand Dr. Bowne at this point. For him an event taking place according to a natural law was just as divine in its origin as any miracle could be. He could not have held so strongly to the belief in the divine immanence and have believed otherwise. But he was very careful as to the implications wrapped up in the insistence upon naturalism. If a man believed in the presence of God in all things and then found what Bowne called a supernatural natural and a natural supernatural, well and good; but if the new natural really meant that things could move of themselves apart from God, Bowne arose in protest. He feared that many who seek to explain Christianity in natural terms are really leaving God out, and it was this that concerned him. He said, too, that some minds had become so heated by the wine of the new immanence doctrine that they were nigh unto absurdity in many of their utterances. He looked upon the person of Christ as the great supernatural fact, and he saw no objection to departures from the ordinary as fitting and harmonious accompaniments, though not as dogmatic necessities. He himself had no trouble with miracle, until some man began to dogmatize with him and say every miracle must be accepted or every miracle must be cast out. In short, he felt that this realm of the supernatural in Christianity is one which must be entered free from the dogmatic spirit. For himself, he found the stories of the great miracles as easy to believe as any criticisms of them which he had read, and he resented any system of law which would tie and bind down the Supreme Mind from making any kind of manifestation which the revealing movement might call for. He did not care to debate the problem of miracle, but rather to protest against the rise of a new dogmatism with oracular dictates as to a realm which, it seemed to him, ought not to be entered in a dogmatic spirit. He was apt to summarize his thought on such matters in a statement like that which appears in his little book on "The Immanence of God:" "St. Paul may have had a fit on the road to Damascus, but it is the only known fit that has been followed by such mighty consequences."

It is not necessary to say that Dr. Bowne was a Methodist. His loyalty to his Church was not merely due to the fact that he had been brought

up in the Methodist fold. He felt that the Methodist Church, by doctrine and spirit and organization, is capable of serving men with great effectiveness. He liked to dwell on the fact that the Church has always kept near to the interests of normal humanity, and insisted that Methodism has a unique opportunity for impressing the masses of the people with the gospel. He declared that, with all its faults, the Church is better now than in the days of his boyhood, when his father's house had been a favorite stopping-place of the itinerants of that day. For many of those old-time preachers Dr. Bowne had no great regard, insisting that the present-day type of preacher is on the whole much worthier. This, of course, is a matter of opinion, but it must be remembered that Dr. Bowne had the advantage of first-hand acquaintance with the men of whom he spoke. On the other hand, Dr. Bowne felt that the great peril of our Church is officialism. He used to quote a remark of Theodore Parker, made in Boston at the time of the meeting of the General Conference of 1852, to the effect that the predominance of officials, presiding elders especially, in the Conference had a bad look, and might bode ill for the welfare of the denomination. Bowne insisted that officialism is an original sin in a denomination like ours, and must be persistently watched. He used to say that there ought to be an unofficial newspaper in the denomination, endowed if necessary, for the sake of guarding the denomination against the evils of officialism. He did not mean by this to impeach the worth of church leaders so far as their deliberate intention might be concerned, but he knew the proneness of Methodist leaders to follow John Wesley in that naïve self-revelation in which Wesley said that the Methodist government was no doubt a despotism, but that he saw no danger in that fact as long as he was the despot. Dr. Bowne felt that the Church would not be harmed by the free criticism of church officials, keeping the discussion, of course, above the realm of the personal except where the offence might be obviously personal.

In the last years Dr. Bowne felt more and more interest in the larger movements of men toward what he believed to be the real coming of the kingdom of God,—the extension of the principles of Christianity to all peoples and to all problems. It was this interest in the wider problems which took him on his long journey to the East in 1905 and 1906. In Japan he took especial delight, speaking before government and literary circles—perhaps beyond the limits of his strength. Some idea of his energy can be found in the fact that he made over forty addresses, most of them on the deeper philosophical questions, in as many days. Next June he was to have gone to Turkey for addresses at the American College for Girls at

Constantinople and for conference with Turkish officials. These large matters were upon him at the time of his death. If he had lived he would have given more and more time to missionary problems and the problems of the extension of democracy and of social control. He became more and more a true citizen of the world. He delighted to think of the contribution which he felt that hitherto non-Christian nations were soon to make to world civilization. He used to look out prophetically to the great nations of the East and call them the vast human reservoirs which he felt that God would soon draw upon for the uplift of all the nations. Anything like pettiness of spirit or of view was impossible to him, and he thought that pettiness must soon pass away from the councils of statesmen and from the consciousness of peoples; that the mountain of the Lord's house would soon be established in the top of the mountains, and that all nations would flow unto it. Having led his pupils through many pilgrimages, he looked forward to leading them in these paths also; and when God took him his face was radiant with the vision of the new day for the whole world.

Borden P. Bowne was one of the really great teachers — not merely because of the effectiveness with which he brought the student to his viewpoint, but because of the way in which he inspired and quickened his students by contact with himself. This power, of course, showed itself in the classroom, but it came out to best expression when the student sought out the professor for personal conference. What Bowne was in himself was the communicating force, after all. After the conference in the office the student would likely be asked to walk out toward Longwood; and who that has travelled with Professor Bowne out Beacon Street and through the Fenway can ever forget the delights of the converse with him? The keenness of the Bowne wit, the subtlety of the insight, the sweep of the information, the gleams of fine sentiment now and then, the momentary revelations of the inner life of the great teacher, — who can forget these? And yet, who could adequately tell of them?

The sharpness of the Bowne wit is well known, but perhaps not all know the real principle which inspired many of the sharpest sallies, — that principle being simply this: that it is impossible to treat with respect that which is not inherently respectable. Professor Bowne felt that many of the fallacies against which he had to contend were in themselves ridiculous; that they should be treated as ridiculous. He felt that there was little use in treating with sobriety anything frivolous or superficial. Materialism always struck him as absurd. Just after the publication of the first edition

of the "Metaphysics" a noted professor of physics wrote to Dr. Bowne protesting against the emphasis on the reality of mind. The physicist declared that there could be nothing in the universe except matter and its forces; that thought was a powerless accompaniment of the physical processes. To this Dr. Bowne replied that, according to the theory of the letter-writer, in this particular instance the letter itself could only be looked upon as so many marks upon a piece of paper; that certain physical forces had brought about certain nervous states resulting in the scratches on the paper, and that thought had nowhere appeared as an effective factor. Dr. Bowne went on to declare that while he could not accept such a theory as an explanation of the entire universe, he was altogether willing to accept it as an explanation of the particular letter which he had received from the physicist. The physicist made no direct reply, but revealed to a friend that while the Bowne sarcasm irritated and stung, the Bowne criticism was exceedingly hard for a materialist to meet. And so it was with the Bowne sarcasm. The sting of the sarcasm was its truth. Not always, as in this case, would the sarcasm convince the man toward whom it was directed, but it would influence at least some of the bystanders. If we are tempted to think that the Bowne keenness of wit was a detriment to him, let us remember that Bowne came upon the stage when the materialists were having everything their own way, lording it over the thought realm with high pretensions and supreme contempt for all who disagreed with them. The Goliaths of that day were as nigh unto cursing as was the original Goliath when the philosophic stripling appeared against them. If we cannot point to any one giant overthrown by the philosophic David, we can at least recall that the dodging among the Philistines was both lively and general. The wit of Bowne was at times as piercing as that of Swift. Bowne, by the way, felt that with crude materialism making extravagant claims on philosophy and psychology there was need of a talent like that of the master of the satire which tells of the worthy philosopher who put in his time seeking to extract sunbeams from cucumbers. That there was danger in this sort of wit Bowne himself would have been the last to deny; but so long as the danger was, on the whole, more imminent for the enemy of the truth than for the friend, he felt that the weapon must be used. We have no feeling of regret that in an article published in the *North American Review* on the very day of Bowne's death there were flashes of this famous power. Who would be willing to do without that little dart which flies out against the opponents of the higher education of women,—that comment on the masculine winner of the wranglership at Cambridge who was

granted the prize simply because he was a man, though a woman had actually beaten him by a long lead in the examination,— the remark that in this case the man who had been granted the prize had been “next though not adjacent” to the real winner.

The quality in Bowne the teacher most noticeable after his clearness of statement and the pungency of his wit was the vast range of knowledge which he displayed in illustrating his philosophy. This power of marshalling illustrative material did not appear to any great extent in Professor Bowne’s writings. There he relied more upon clearness and directness of statement. He said that in printed work there is no great need of illustration if the principle is clearly stated. In the classroom, however, and in private exposition, dealing with minds which had to be taught to see the truth from scores of different angles, he relied upon copious illustration. Though he referred to these illustrations as “mere bulk to help on the peristaltic movement of the intellectual digestive processes,” the illustrations were marvels of aptness and cogency. And they were drawn from everywhere,— from boyhood recollections; from rose-gardening, which was one of his great delights; from the ways of ships in the sea, with which he was entirely familiar; from literature and history; from the latest movements of political and religious life; from physical science, in which he was almost as proficient as in his own chosen field. All this, moreover, came without any pretense of great learning. To those who got beyond the classroom into closer intimacy with him that greatness of information was a perpetual astonishment. As the weeks of acquaintance with Dr. Bowne deepened into intimacy, the increasing revelation of his interests became more surprising, — his control of French and German; his knowledge of Spanish and Italian, and even of the speech of Norway and Sweden. He knew mathematics in its higher reaches, and used to say that he would have become a mathematician if he had not gone into philosophy. He had studied critically the best in poetry and music and painting and architecture. It was a delight to hear him read with relish some of the brilliant sallies of Voltaire and Pascal. He would recite with profound feeling the passage from Macbeth beginning “Out, out, brief candle,” declaring that all that pessimism had ever said had been said by that brief word in Shakespeare. There were certain passages in Browning which, as he said, “went through him,” notably the lines in Rabbi Ben Ezra:

“All I could never be,
All men ignored in me,
This I was worth to God, whose wheel the pitcher shaped.”

Tennyson's "In Memoriam," too, used to stir him, especially the lines in which the hope breathes

"That nothing walks with aimless feet;
That not one life shall be destroyed,
Or cast as rubbish to the void,
When God hath made the pile complete.

"That not a worm is cloven in vain;
That not a moth with vain desire
Is shrivelled in a fruitless fire
Or but subserves another's gain."

These and some great Scriptural passages he had made his own with an intimacy of feeling and insight possible only to himself.

It was in conversation about passages of this sort, and about what they suggested, that the real inner heart of Borden P. Bowne would first be laid bare to those whom he took into close friendship. He had a poetic fineness of feeling incomprehensible to those who did not know him intimately. In rare moments when the mood was right the conversation would start by suggestion from some poetic passage, or from a picture in the window of an art store, or upon the wall of a parlor, or from a note of music. At such moments his mind might go back to the days of his boyhood, and to the family of which he was so proud. He liked to tell how the Bownes came from England in the seventeenth century, for religious freedom as it seemed, and how they moved away from New England because of sympathy with Roger Williams. He spoke of the Christian training in his childhood home; of the wide moral interests of his father and of the deep piety of his mother. He would speak of the friendships of the earlier and later days, and of the places sacred to him because of their associations. He knew the old Brooklyn and the old New York, and when there would take long walks to look once more at the houses or the sites of houses of friends of long ago. He would stop on Marcy Avenue, near Jefferson Avenue, in Brooklyn, to say, "Here I last saw Dr. Duryea." He never forgot in passing a certain street in New York to say, "There I used to turn off to go out to the old home of Mrs. Bowne." Now to those who did not know the man these things may not mean much; but to others they mean everything, as at least hinting at the depth of soul in which our dear friend cherished his friendships and the memory of them. Little in the way of direct eulogy of friends came to Dr. Bowne's lips, but those who were near him knew that he valued his friends as few men have the power

to value them. When he did reveal his feeling it was a glimpse into the hidden depths. When the news once came to him that a favorite pupil had died in the West, after a long, long struggle which left a wife and family of children penniless, he sat for a while looking out upon Somerset Street before the old college building, and finally cried out: "Call me not Naomi; call me Mara, for the Almighty hath dealt very bitterly with me." When another dear friend and companion in theistic study was smitten with a strange disease which meant long suffering with no hope of recovery Professor Bowne prevailed upon the friend to put into book form the religious broodings of a life that trusted God in spite of pain; and then Professor Bowne gave himself no rest until the book had been so advertised as to run into nine editions. Great as was the genius of Borden P. Bowne for high philosophy, his genius for high friendship was greater still.

It is not necessary that I should say more than a word on the personal religious outlook of our departed leader. He himself left his own testimony. It is sufficient to remark that he used to say of himself that he never doubted, so far as the essentials of the gospel revelation were concerned. And yet it must also be said that he believed in face of the keenest protest against many things in the universe. He was of extremely sensitive fibre, and the injustices and hardships of the present order jarred heavily upon him. He never could adjust himself comfortably to the sufferings of men in this world. He himself had led a happy life. As we have said, his boyhood was happy. He had been an industrious worker from early life, but he had never known the stress of poverty, or the shock of calamity beyond what is common to all who live to sixty-three. He was satisfied in his work, and rejoiced to give himself to the University which from the beginning had meant so much to him, and from which he refused to be tempted away. He knew the delights of a home filled with a devotion such as is permitted to but few,— whose centre was a faithful wife whose zeal for him and his work was beyond all expression, and who by unremitting watching and care guarded him into the strength which made possible the great achievements in so many spheres. It was not, then, anything which particularly touched himself which he had in mind when he professed himself unable to adjust his feeling to the tragedies of the present order. He could not feel right about the sorrows of men, their disappointments and defeats, the presence of pain in the world. He believed in spite of a sense of the tragedy of life from which a complacent dullness saves many of us. He never laid stress on any unusual inner experiences, yet he grew year by year into an increasing awareness of the presence of God in the world, in the orderly

ongoings of a nature which he did not profess to understand, in the movements of social life, in the advance of government, in serene friendships, in the heroism with which common life is filled.

Two pictures seem to express the real Bowne. One is a scene at Delaware, O., the seat of Ohio Wesleyan University, at the time of a visit which Dr. Bowne made upon his friend Dr. L. D. McCabe, a great "white soul," as Bowne called him, who, without Bowne's advantages of educational opportunity, had nevertheless thought profoundly and spoken forcefully in his attempt to justify the ways of God to men. Dr. Bowne arrived at the home of Dr. McCabe at three o'clock one afternoon and departed just after breakfast the next morning. They had but one theme, these two,—the character of God and his ways with men. Dr. McCabe believed that some limitation of the foreknowledge of God was necessary if God could be justified in his dealing with men, and Bowne held to the idea that the problem as McCabe stated it lost its force with the adoption of the idealistic view of time. The two talked till midnight, rose early in the morning, talked through the morning meal, talked till the time of departure. McCabe's last word to Bowne was: "Do you think God would have made this universe, with all its tragedies, if he had known how it would come out?" And the last thing that Dr. Bowne said to Dr. McCabe was: "Do you think God would have made this universe, with all its tragedies, if he had not known how it was coming out?" Here was the real Bowne,—a surpassing capacity for friendship, an insatiate thirst for reflection upon God and the universe, a determined faith in the right outcome.

The other picture is more properly a set of pictures, and has to do with the intimacy of Professor Bowne and Bishop Randolph S. Foster. An early philosophical kinship had drawn these two men together, and for seven years they lived under the same roof. During all those years not one word occurred to break the thoroughness of their mutual understanding. The young Bowne would come into the room of the bishop in the evening time and would say, "Now let us have a word about pure being;" and though Bishop Foster never thoroughly accepted philosophic idealism, he recognized the leadership of Bowne and talked through long, long hours, which to both seemed short in their common absorption in a great theme. With the two minds there was this deep confidence and common devotion to the highest truth. After Bishop Foster had passed away the pen of Borden P. Bowne was among the first to set forth the greatness of the departed leader. And as he did so he could find no better words to characterize the life of Foster than those of Tennyson in "Ulysses":

"And this gray spirit yearning in desire
To follow knowledge like a sinking star
Beyond the utmost bound of human thought."

We may well apply these same words to Borden Parker Bowne. We may even go farther with the same poem, and as we think of the friendship of Bowne with Foster, and with other kindred great souls who looked to Bowne as leader, we may put upon the lips of the leader the lines:

". . . Come, my friends,
'T is not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows: for my purpose holds
To sail beyond the sunset and the baths
Of all the western stars. . . ."

And wherever in the long voyages of exploration our leader goes we know that he is forever

". . . strong in will
To strive, to seek, to find, and not to yield."



IN the list of officers of the Epsilon Chapter for the current year, as printed in the July BOSTONIA, occurred an error which is likely to cause confusion. The treasurer of the chapter is still Mr. S. Edgar Whitaker, 29 West 39th St., New York, who has served so efficiently for several years.

THE passage cited by Professor F. S. Baldwin from Goethe in the Personal Tribute to Professors B. P. Bowne and T. B. Lindsay, which appeared in the July BOSTONIA, should have read as follows: "*Ins volle Menschenleben sollst du greifen; wo du es packst — da ist es interessant.*"

BOSTONIA assumes all responsibility for the error in the citation as there printed.

ARTHUR PRENTICE RUGG, JUSTICE OF THE SUPREME JUDICIAL COURT.

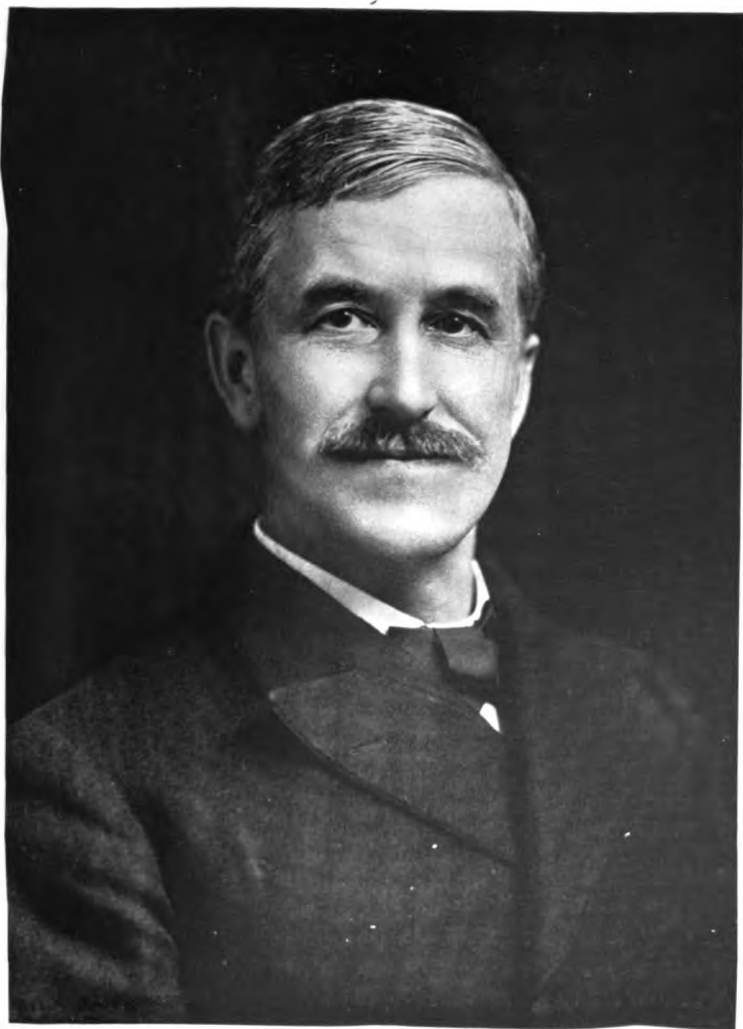
[At the annual meeting of the Board of Trustees in January, 1910, Judge Rugg was elected a member of the Corporation. The appended sketch of his life was written by Ernest H. Vaughan, Esq., an attorney of Worcester, Mass.—EDITOR BOSTONIA.]

THE assertion that a man is among the youngest who has received appointment to the Supreme Judicial Court of Massachusetts is alone enough to excite more than a passing interest in the personality of the recipient of such high honor. This, however, is one of the marks of distinction borne by Arthur Prentice Rugg, the subject of this brief sketch, when he became a justice of the Supreme Judicial Court. This was an instance where in the fullest sense *the office sought the man*. There had been so little mention made of him for the appointment that the general public was somewhat surprised upon receiving the announcement that this honor had fallen to him — a man just past forty-four. It should be said, however, that the selection of Mr. Rugg caused no wonder to those who knew him best, and appreciated his ability and power as attorney, pleader, counsellor, and student; and when the vacancy was filled a great number of the leading lawyers of the State were gratified by Mr. Rugg's appointment, because his worth and fitness had been impressed upon them in many a legal battle which tested keen wits, knowledge of the law, and trial acumen.

The biography of Mr. Rugg reads not unlike that of many another young man born and brought up in one of the Massachusetts hill towns, and moved by ambition to make for himself an honorable place in the world.

Mr. Rugg was born in Sterling, Mass., Aug. 20, 1862; the son of Prentice Mason and Cynthia (Ross) Rugg. His early schooling was that which his native town afforded, supplemented by the course then furnished in the Lancaster High School, from which he graduated in the class of 1879. He entered Amherst College, and graduated in 1883. He graduated from the Boston University Law School in 1886. He was admitted to the bar in 1886, and immediately began the practice of the law in the office of the Honorable John R. Thayer, in Worcester, in which city he lived at the time of his appointment to the bench, Sept. 14, 1906, and where he still lives.

Mr. Rugg has always answered the call to service made of him by the public, even when such service meant a sacrifice of time which might have been profitably given to the practice of his profession, or to relaxation from



ARTHUR PRENTICE RUGG

the many responsibilities, which he never seemed in the least disposed to avoid.

As early as 1887, he served his native town of Sterling as member of the School Committee, which office he held for three years; from 1888 to 1890 he was trustee of the town's public library; he served as a member of the Common Council of Worcester, beginning in 1894, and was president of that body the following year. He was a director and solicitor of the First National Bank of Worcester from 1900 to 1905, has been a trustee of the Worcester Mechanics Savings Bank for the past thirteen years, and was a member of the commission which apportioned the expense of the Metropolitan Sewer System and of the Metropolitan Park.

In 1897 he was elected City Solicitor of Worcester, succeeding in office the late Colonel W. S. B. Hopkins. Entering that office at the time he did, Mr. Rugg found ample opportunity for the employment of his great ability in protecting the rights of the city; for it was during his tenure of office that the greater part of the questions deciding the policy of the abolition of the grade-crossings was threshed out before the commission, courts, and legislature. It was from this office, and while associated with ex-Congressman John R. Thayer, under the name of Thayer & Rugg, that he was appointed to the bench by Governor Curtis Guild.

Few men have taken a seat on the bench of the Supreme Judicial Court of this State better qualified for the place by training or by nature than he was.

As a man and a lawyer, Mr. Rugg presents an unusually interesting and likable personality. He is gifted with a broad mind and most genial temperament. He possesses great clearness of perception, and has demonstrated himself to be a man of convincing and persuasive power before judges and juries. His arguments possess a definite eloquence; but it should be said that this eloquence is of the kind which comes from clearness of understanding, simplicity of diction, and facts logically stated, rather than from any showy marshalling of words or glittering climax.

If genius be a capacity for hard work directed toward results desired to be achieved, then Judge Rugg possesses that attribute in an eminent degree. His talents, application, and experience give assurance that he will devote to the duties which come to him as an associate upon the bench of the State's highest court the best that is in him, and will materially contribute to maintain the great honor in which that court is held, and to continue its high prestige.

B O S T O N I A

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Professor JOHN M. BARKER, School of Theology

Address all communications to

THE EDITOR, J. R. TAYLOR, 688 Boylston Street, Boston, Mass.

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THE TEACHERS' COURSES.

THE Faculty of the College of Liberal Arts awaited with great interest the registration-day of the Teachers' Courses. The enrolment in these courses gave the first opportunity of ascertaining what effect, if any, the recently established University Extension Courses will have upon the attendance on the Teachers' Courses. It was in the highest degree gratifying to find in the registration-room on Saturday, October 1, an unprecedentedly large number of teachers who had presented themselves for enrolment in the Teachers' Courses. Owing to the inevitable delays in completing registration, exact figures of attendance in these courses are not yet available; but the Registration Committee feels warranted in concluding that the attendance this year will exceed even that of the previous year, when one hundred and forty-nine teachers were enrolled.

It is evident that the recently created degree "Associate in Arts" (A.A.), which is open to University Extension students, does not appeal with as much force to teachers as the traditional and universally recognized degree of Bachelor of Arts. It is felt, also, that courses designed primarily for teachers and conducted in smaller classes with opportunity for free discussion are of greater value than lecture courses delivered to larger and more miscellaneous classes in University Extension work.

THE OUTLOOK.

THE University is feeling in every department the more vigorous life which resulted from the endowment campaign which was successfully completed last June. After the last public rally in Tremont Temple, on Saturday, June 11, the various teams continued their work until July 1,—the period for which they had promised to labor as canvassers for the Endowment Fund. At two meetings subsequent to June 11, in the Gamma Delta Room, attended by the teams and the Trustees of the University, the accounts of pledges received and the outlook for future gifts were uniformly favorable; there was a general conviction that the University has entered upon a period of greater educational usefulness and improved financial prospects.

The large attendance in the various departments is the first visible result of the successful campaign. The addition to the permanent Endowment Fund is not only timely and welcome in itself, but it will lead generous men and women who have not hitherto included Boston University among the recipients of their benefactions to remember us in the future.

It had been the wish of many that the question of the presidency might be settled before the opening of the college year; but Dr. Benton's declination came at a time in mid-summer when it was impossible to canvass the situation sufficiently to make a proper selection before the reopening of the University in September. Boston University still has a faithful and efficient president. Dr. W. E. Huntington is conducting the affairs of the University with vigor unimpaired. The Corporation of the University feels that it must respect Dr. Huntington's earnest request that he be relieved of the heavy executive duties of his office, and it is making all reasonable efforts to select a suitable successor; but a choice so important requires at this critical period of the University consummate care. Dr. Huntington has generously consented to continue until a successor is found, only stipulating a definite period after which he must, in any event, relinquish his office.

Amid the universal expression of regret at the prospect of losing President Huntington is heard the resolute note of loyalty to the University from the great body of graduates, and the determination to make the coming year the most fruitful period in the history of the University.

THE MEN'S SECRETARY.

THE office of the Men's Secretary of the College of Liberal Arts is in Room 34. This room, which was formerly set apart for the exclusive use of the alumni, is now open all day, and the alumni are cordially invited — indeed, expected — to use the room for any purpose germane to the interests of the University. Mr. Everett W. Lord, A.B. '00, A.M. '06, as the alumni already know, was appointed to this position, which was created by the Trustees, and has begun his work with enthusiasm and dignity. While Mr. Lord will devote most of his time to advancing the interests of the men already in the college, and serving prospective men students in any capacity, he is prepared in connection with his regular official work to deliver addresses or lectures to schools, clubs, or church societies. We bespeak the coöperation and support of the whole college body — administrative, graduate, and undergraduate — in this work.

A NEW COURSE IN HISTORY.

A COURSE in the History of the Twelfth and Thirteenth Centuries, with Particular Reference to the Crusades and Their Results, is offered this semester under the auspices of the alumni of the College of Liberal Arts. The course, which is numbered VIII. 11, will be given by Dr. John Eastman Clarke, '78, at 3.25 P.M., on Mondays and Wednesdays. It is open to all graduates, without payment of tuition-fees.

THE memorial address on Borden Parker Bowne by President F. J. McConnell, which appears in full in this issue of BOSTONIA, is probably the most comprehensive and judicial estimate of Dr. Bowne ever printed, and will serve as a permanent record of his personality, writings, teachings, philosophy, and deeds.

AT a meeting of the Board of Trustees on Monday, September 19, President Huntington was appointed acting Dean of the Graduate School. He will carry on the work of this office in addition to his regular duties as President of the University.

UNIVERSITY NOTES

Hon. John L. Bates, president of the Corporation of Boston University, received, last July, the following letter from Dr. Guy Potter Benton, of Miami University, regarding the presidency of Boston University:

My Dear Governor Bates,—Through you I feel obliged to decline the presidency of Boston University, to which I was, with such generous appreciation, unanimously elected by the Board of Trustees on May 31, 1910.

The call has been carefully considered. Boston University enjoys an enviable position in the world of scholarship. It has rendered great service to the Church, and has made splendid contribution to the civilization of the commonwealth and the nation. The invitation to become president of an institution with such a record and with such possibilities has proven most attractive to me, and very hard to refuse. My present course, however, is made plain by the feeling that my work at Miami University is not finished, and by the firm conviction that I may render a greater service to my Church in a State-supported institution, where I meet students of all denominations and enjoy the privilege of laying emphasis on the vital truths which are common to all churches.

Thanking you and the Trustees of Boston University for the great honor done me, and trusting you may find one more worthy to be president, who will lead on to the achievements you are warranted in expecting, I am, with expressions of high regard,

Cordially yours,

GUY POTTER BENTON.

A few days later Dr. Benton sent to Rev. Dr. Charles Parkhurst, editor of *Zion's Herald*, the following note:

Dear Dr. Parkhurst,—The clippings from the Boston and New York papers have just begun to reach me, and I am greatly distressed by the statement appearing in a number of them that I have remained at Miami University because of a special inducement offered by the Board of Trustees of this institution. I need hardly tell you that I have not been influenced by anything of that sort. The truth is, this board has made no promises of permanency or anything else. My salary remains the same as it has been for the past six years. The matter of present duty is what has weighed with me, and that alone.

Cordially yours,

GUY POTTER BENTON.

Boston University was very creditably represented in the educational exhibit in the Old Art Museum during the meeting of the National Education Association last July. A liberal amount of wall-space was assigned to Boston University by the committee, and this space was attractively filled by charts, placards, and photographs of the various buildings of the University. The illuminated showcase containing photographs of the interior of the College Building was set up in this exhibit, and proved as attractive here as it had previously been in the Greater Boston Exhibit. Several of the graduates of the college coöperated with members of the Faculty in maintaining not only a corps of attendants at the exhibit in the Art Museum, but also a Reception Committee at the college, who escorted through the building the numerous visitors.

PROFESSOR WILLIAM H. NILES.

The many graduates of Boston University who in former years had taken courses in Geology under Professor William H. Niles were saddened by the announcement of his death on Tuesday, September 13. Professor Niles's connection with Boston University began in 1875 as Instructor in Geology, and had continued until as recent a period as 1902. His former pupils will always remember him as an inspiring teacher, a thorough scholar, and, above all, as a great-hearted, sympathetic friend. The funeral services were held in the Old South Church, Boston, on Friday, September 16. Among the representatives of Boston University at these services were President W. E. Huntington and Dean W. M. Warren.

The thirty-third graduation of the Prince School was held in Jacob Sleeper Hall on Friday, June 24.

President Huntington represented the Boston University chapter of Phi Beta Kappa at the Tenth National Council of the United Chapters in New York City, on Tuesday and Wednesday, September 13 and 14. The literary and social session was held in the Hotel Savoy. The business session was held in Earl Hall, Columbia University.

President W. E. Huntington represented Boston University at the inauguration of Dr. Marion Burton as president of Smith College, on Wednesday, October 5.



The Departments

COLLEGE OF LIBERAL ARTS.

Among the last services of Professor Borden P. Bowne was the preparation of a beautifully worded Latin diploma which was given to Miss Helen Miller Gould when the degree of Doctor of Laws was conferred upon her by the Trustees of the American College for Girls at Constantinople. Dr. Bowne was president of the Board of Trustees at the time of his death.

The Outlook Club of Lynn, Mass., for several years has maintained a scholarship for young women in the College of Liberal Arts, and some of the best students in the college have enjoyed the privileges of this generous provision.

Dr. A. W. Weyssé has ready for the press a work bearing the title "Medico-legal Aspects of Moral Offences." This is a translation of a French work by Dr. Thoinot, of Paris. Dr. Weyssé has added a chapter on the American laws bearing on this subject. The work will be published by the F. A. Davis Company of Philadelphia.

Assistant Professor John P. Marshall was in charge of the courses in music in the Harvard Summer School, and he played the organ at morning service in Appleton Chapel. He also gave a series of evening organ recitals in the same place. During this session of the school he lectured to the largest number of students ever enrolled in the Music Department of a summer school at Harvard.

Professor Dallas Lore Sharp has in the October *Atlantic* an essay entitled "The Commuter and Modern Conveniences."

On Wednesday, October 12, Dr. A. W. Weyssse read a paper on "The Causes of Gall-stone Formation" before the Massachusetts Homœopathic Medical Society at its semi-annual meeting in Boston. The Committee on Surgery invited Dr. Weyssse to give this paper, although he is not a member of the society.

Ex-President William F. Warren and Professor James Geddes, Jr., were among the speakers in the building of the Boston Seaman's Friend Society at the celebration of the fortieth anniversary of the unification of Italy as a kingdom, on Tuesday, September 20.

Dr. Weyssse will be away from the college, on Sabbatic leave, during the second semester of the present academic year. He will take a trip around the world, sailing from San Francisco about February, 1911, and spending eight months in travel. No announcement concerning his substitute in the college is yet ready.

Mr. Otis Kimball, of Boston, has donated to the Gamma Delta Room a Chickering concert grand piano.

Miss Myra A. Burrage, a special student in the College of Liberal Arts, received one of the prizes offered by *The Atlantic Monthly* for an essay written by undergraduates on the use of the *Atlantic* as a text-book of English in the classroom.

Dr. John E. Clarke, '78, conducted the courses in philosophy at Grove City College, Penn., during last summer. These courses were formerly given by Professor Borden P. Bowne.

Under the title "A Unique Summer School" the *Outlook* of August 20 speaks, editorially, in the highest terms of the Warelands Dairy School, at Highland Lake, Norfolk, Mass. The founder and director of this school is Mrs. Charlotte Barrell Ware, A.B. '85.

Among the fall announcements of the Macmillan Company of New York is "The Building of the Church," by Charles E. Jefferson, S.T.B. '87. The book is based upon the Lyman Beecher Lectures delivered at Yale University in 1910. Dr. Jefferson is pastor of the Broadway Tabernacle, New York.

Miss Katherine Dame, '94, has accepted an appointment at the New York State Library, Albany, N. Y.

Rev. Leslie C. Greeley, '94, has been called to the Old North Church (Orthodox Congregational) in Marblehead. He has already begun his duties as pastor.

Mr. Clarence H. Dempsey, '95, has been appointed Superintendent of Schools in Malden; he began his duties in September. At the time of his election to this office he was serving as Superintendent of Schools in Revere.

Mr. Frank M. Carroll, '97, is chairman of the Bath-house Commissioners of Boston, and for four months acted as temporary commissioner of the Fire Department. During this period the department heads were considerably shifted, over one hundred promotions and transfers being made by Commissioner Carroll. Mr. Carroll was a generous contributor to the recent addition to the Permanent Endowment Fund.

The National Magazine for September contained an article entitled "The Story of Black Beauty," by Mr. Guy Richardson, '97, the editor of *Our Dumb Animals*. Mr. Richardson was one of the delegates to the First International Humane Conference, which met in Washington, D. C., October 10 to 15, under the auspices of the American International Humane Conference Association.

The last report of the principal of the Classical High School, Lynn, Mass., contains the following appreciative notice of Mrs. Grace Ward Lofberg, '97, whose marriage to Mr. Kent Godfred Lofberg, on June 24, 1909, was noted in BOSTONIA for last October:

"Miss Ward was a graduate of the school, and of Boston University. She became a teacher in the school in 1897, and was successful from the start. Her devotion to the school was exceptional. Repeatedly she refused to consider offers from larger schools with higher salaries; and when, a few years ago, Latin was put into the ninth grade and some teacher must be delegated from the Faculty to teach it, she at great personal sacrifice consented to undertake the arduous and exacting service, which in any other hands would have been at best a doubtful experiment. Such unselfish devotion to a school calls for special commendation, as scales of salary make no provision for it, and too often it is accepted by all as a matter of course."

Miss Ward was succeeded by Miss Helen L. Bacheller, '94, concerning whom the report says, "She comes with the advantage of a long and successful experience."

Governor Draper nominated on Wednesday, September 21, Miss Florence M. Marshall, '99, as a member of the commission which is investigating the laws of the commonwealth relative to factory inspection.

Mr. Everett W. Lord, '00, addressed the members of the Pilgrim Publicity Association at a luncheon, on Wednesday, September 14. He took as his theme "Advertising a National Crime," and discussed child labor.

The *Boston Transcript* of Thursday, September 1, announces that Miss Myrtie E. Nute, '00, has been appointed teacher of English in the Quincy High School.

Miss Josephine A. Pickering, '00, has resigned from the Waltham High School and accepted a position as teacher of German in the Pawtucket (R. I.) High School.

Dr. Marguerite A. Willey, '00, was married on Wednesday, September 14, to Rev. A. Ferdinand Travis, of New York. The ceremony was performed in the First Congregational Church of Winthrop. Dr. Willey graduated from the Massachusetts College of Osteopathy, in the class of 1902; and from her graduation until the time of her marriage she had practised medicine in Boston. Mr. Travis is director of the religious work of the Twenty-third St. branch of the Young Men's Christian Association.

Miss Winifred E. Howe, '01, was recently appointed to a position on the staff of the Metropolitan Museum of Art, New York City.

Miss Alice Eugenie Ward, '01, was married, on Monday, June 27, to Mr. Charles Edward Rigby, in Lynn, Mass.

Miss Florence E. Trueblood, '05, was married to Mr. Jonathan Mowry Steere, on Friday, September 9, at Newton Highlands, Mass. Mr. and Mrs. Steere will be at home at Haverford, Penn., after December first.

The following items regarding members of the class of 1910 have reached the office of BOSTONIA:

Miss Ruth A. Baker is a visitor for the Little Wanderers' Home in Boston.

Miss Mary Beiler will soon leave for Korea, where she will undertake missionary work as a representative of the Women's Foreign Missionary Society of the Methodist Episcopal Church.

Miss Ethel B. Kirkton is teaching in the Wrentham High School.

Miss Olive R. Marshall is a teacher in the Coburn Classical Institute, Waterville, Me.

Miss Edith W. Melcher is teaching English in the Marblehead (Mass.) High School.

Miss Sarah Louise Nelson is a student at the Young Women's Christian Association training-centre in New York City. She intends to engage in college-student work in January, 1911.

Mr. Ray V. Richardson, Ex. '10, is treasurer of a lumber company at Central Falls, R. I.

Miss Mary K. Taylor is teaching English and history in the Concord (N. H.) High School.

The Quarterly Journal of Economics for August contained an article on "Old-Age Pension Schemes: A Criticism and a Program," by Professor F. Spencer Baldwin. The analysis of the old-age pension problem and the program of legislation set forth in this paper are the outcome of studies made by Professor Baldwin as secretary of the recent Massachusetts Commission on Old-Age Pensions, Annuities, and Insurance.

Dr. Leonard P. Ayres, Ph.D. '02, has just published a new book entitled "Open-Air Schools." After speaking of Dr. Ayres as a man who has made a lifelong study of the subject of child hygiene, the *Boston Transcript* of Wednesday, July 27, gives the following sketch of Dr. Ayres's educational career:

"He is now Associate Director of this department of the Russell Sage Foundation, and to him belongs the honor of founding the first outdoor school under the American flag, which he did in 1904, when General Superintendent of Public Schools of the Island of Porto Rico. Born in Niantic, Conn., Sept. 15, 1879, Dr. Ayres graduated from Boston University in 1902, receiving a master's degree from that institution in 1909 and his Ph.D. in 1910. His educational work began in Porto Rico in 1902. While there he revised the courses of study in the public schools with a view of making English the insular language. In 1907 he was placed in charge of the Backward Children Investigation of the Russell Sage Foundation. He has lectured extensively on educational subjects, and, with Luther H. Gulick, M.D., appears as the co-author of several works on educational topics. For the past three years Dr. Ayres has been conducting researches in the endeavor to establish units of measurements in education."

Miss Vivian H. Taber, '02, who has been teaching in the Dedham High School, has been appointed to a position in the Springfield Technical High School.

Miss Miriam H. Harris, '07, is teaching English in the Attleboro High School.

Miss Bertha A. Cowan, '09, has resigned her position at Holliston, Mass., and is teaching science in the High School at Concord, Mass.

Miss Ida M. Gardner, '09, is teaching mathematics in the North Chelmsford (Mass.) High School.

SCHOOL OF THEOLOGY.

The School of Theology opened Sept. 21, 1910, with an address by Professor Henry C. Sheldon, S.T.D. The chapel and parlor were well filled by students and friends of the department.

Professor Sheldon spoke on the "Theological Outlook." It was a comprehensive survey of present-day theological thought from the standpoint of evangelical Christianity, and gave an encouraging view of the situation — concluding that the things which are for us are far more than the things against us.

The Matriculation-day address was delivered on Wednesday, October 12, by the Rev. Chas. L. Goodell, D.D., of Calvary M. E. Church, New York City.

Professor Knudson returned from his trip abroad with new vigor and enthusiasm. Students and Faculty all rejoice in his increasing power.

Professor M. D. Buell has been making a tour of the Pacific Coast conferences.

The publication of Dr. F. J. McConnell's book on "Religious Certainty," has been a source of much satisfaction to his many friends here. The book is sure of a wide reading, and is well worth careful study.

The New York *Nation* of Thursday, June 23, contained a communication from ex-President Wm. F. Warren entitled "The Earth of Apollonius — Was It Indian?" Professor Sayce of Oxford University, after reading the article, wrote to Dr. Warren as follows: "As regards Apollonius, you have made a fresh and interesting discovery; the fact is clear now that it is once pointed out."

Professor Hinckley G. Mitchell, who for so many years occupied the chair of Hebrew and Old Testament Exegesis in the School of Theology of Boston University, has accepted a professorship in the same subjects in the Crane Theological School of Tufts College, and has begun his new duties.

Ex-President Warren's recent book, "The Earliest Cosmologies," a review of which appeared in the October, 1909, issue of BOSTONIA, has received many appreciative notices from men of the highest standing in the scholarly world. A typical utterance is that of Dr. Budge, of the British Museum, who says: "You have made a clearance and let in some common sense into a subject where something of the kind was much needed."

Dr. Albert C. Knudson has begun, under the most favorable auspices, a course of lectures, to continue through the academic year, before the Harvard Club of the Epworth M. E. Church in Cambridge. His general theme is "The Old Testament from the Modern Evangelical Standpoint." The opening lecture, on Sunday, October 2, was attended by more than one hundred and twenty-five Harvard men.

Rev. Norman E. Richardson, S.T.B. '06, has brought out a book under the title "Present-Day Prayer-Meeting Helps." The work consists of fifty-four brief discussions by alumni of Boston University School of Theology. These discussions are designed to bring forth opinions and discussions from those who do not desire to speak of their own inner life, but who wish to have some personal part in the service of praise. It is published by Eaton and Mains, New York City.

SCHOOL OF LAW.

The formal opening exercises of the Law School were held in Isaac Rich Hall, on Monday, October 3, at 11.15 A.M. Addresses were made by President Huntington and by Dean Bigelow.

The total registration of the Law School will exceed by many that of last school year. The entering class is fully as large as that of last year, although special students have been almost entirely excluded. The new class, also, has a larger proportion of college graduates.

The death of Professor Boyd caused a new distribution of courses. Professor Simpson will give Professor Boyd's courses in Criminal Law, Wills, and Partnership, and Assistant Professor Macy will take the course in Agency. Mr. Chandler M. Wood will relieve Professor Simpson of the course in Bills and Notes, and Mr. F. O. Downes of Landlord and Tenant.

Professor Theodore P. Ion spent the larger part of the summer in Constantinople and Athens.

Just as we are going to press there comes to us the sad news of the death of Professor Natt Thurston Abbott, of the Law School Faculty. Professor Abbott died at his home in Sanford, Me., on October 4, after an illness of about three weeks. A full notice of his life and work will be given in the next number of BOSTONIA.

SCHOOL OF MEDICINE.

IN MEMORIAM — WALTER F. ADAMS, M.D.

The recent death of Dr. Walter F. Adams, of Waltham, was a great shock to the host of friends who had come to regard him so highly.

Dr. Adams was born in East Boston in 1873. He fitted for college at the Boston Latin School, and entered the College of Liberal Arts, Boston University, from which he graduated in 1895. The two years following his college course he spent teaching in Springfield. In the fall of 1897 he entered the Medical School of Boston University, graduating in 1900. As a student, his work was of a high order, and he was always faithful in the performance of his duties.

He selected Waltham as his field of work, and rapidly built up a successful practice.

Dr. Adams was a born physician; his clear insight into human nature, his excellent reasoning powers, and his well-balanced judgment made him an unusually reliable diagnostician and an ideal physician. He won the respect and admiration of his professional brethren by his good sense and his high ethical standards. He was courteous and sympathetic at all times, and most devoted to his patients and to their care. He was, nevertheless, always firm and fearless in the defence of his opinions, and no amount of argument could dissuade him from what he considered the right course of action.

His work was by no means confined to his private practice. He was secretary of the Educational Club of Waltham and of the Waltham Summer School, a lecturer in Pharmacology in the Boston University Medical School, lecturer to the Waltham Training School for Nurses, Medical Inspector of Schools, and was prominent in

Masonic circles. He was methodical in his habits, punctual in keeping his appointments, and deeply interested in everything he undertook. He was a most valuable and helpful member of any organization which had the honor of enrolling him as a member. In spite of his fearlessness in standing by his opinions, he did not make enemies; for even those with whom he disagreed realized his honesty of motive and purity of character. Every one who had the pleasure of knowing him found him a true and faithful friend, and an inspirer of high ideals; one could not help being better for association with him.

In his home he was always the same exemplary young man; his kind and thoughtful attention toward his family showed in every act the nobility of his character. His life itself was a sacrifice to his untiring labors in numerous fields of activity. The strain of hard work on a frail constitution gradually undermined his health, and he fell a victim to the "Great White Plague."

In the last months of his illness, although he fully realized he was fighting a losing battle, he manfully put forth every effort to regain, if possible, his physical strength, and he never lost his courage or gave up hope. He worked as long as strength was given him; and when he had to give up his labors, although well knowing that his earthly career was to be short, he faced the inevitable bravely, and to the end showed the same cheerful disposition and helpful attitude toward all.

It is hard to reconcile the loss of this noble life just entering upon such a brilliant and useful career; but "He who doeth all things well" has, for His own good reasons, called him to his sure reward.

He leaves a dear mother and sister and a host of friends to mourn his loss; but the world is surely richer and better for his exemplary Christian life and character.

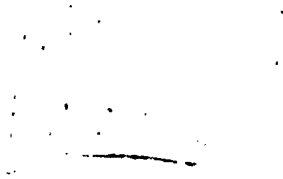
GEORGE N. LAPHAM.

Dean Sutherland returned to Boston late in August, after a long and delightful visit to the Pacific Coast. After attending the meeting of the American Institute of Homœopathy held at Pasadena, July 11 to 15 — a meeting memorable for the open-armed hospitality tendered the visiting physicians by their California hosts and hostesses — Dr. Sutherland travelled up the coast, visiting some of California's beauty-spots and stopping *en route* in San Francisco, Portland, Seattle, Vancouver, then on to Alaska. His return was by way of the Canadian Rockies, where he spent several days in mountain-climbing, enjoying to the utmost the incomparable scenery of that wonderful region.

Since his return to Boston, Dr. Sutherland has removed his office and residence to his former address, 295 Commonwealth Avenue.

The contract for the erection of the Robert Dawson Evans Memorial Laboratory for Clinical Research will probably be awarded about the middle of October, and work on the building begun soon thereafter. It is to be erected on the school grounds, and will greatly increase the school's clinical facilities.

Since the addition of the Department for Contagious Diseases, given by will of the late John C. Haynes, the Massachusetts Homœopathic Hospital has become the second largest hospital in the city of Boston, having now a capacity of three hundred and fifty beds. Its proximity to the Medical School and affiliation therewith make it a most valuable adjunct thereto, and the clinical advantages offered students in the School of Medicine are unusually great.





JOSIAH HENRY BENTON, LL.D.

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JOSIAH HENRY BENTON, LL.D.

A NOTABLE recent addition to the corporation of Boston University is Josiah H. Benton, Esq., a portrait of whom accompanies this sketch.

Josiah H. Benton is a descendant of Andrew Benton, who came from England about 1630 and settled in Milford, Conn. Dr. Benton's education was received in the public schools, and at the Bradford (Vt.) Academy, and the New London (N.H.) Literary and Scientific Institute. He was graduated from the Albany Law School in 1866, with the degree of LL.B. He received the degree of A.M. from Dartmouth College in 1869; in 1908 he was awarded the degree of LL.D. by the Military University of Vermont.

Dr. Benton saw active service in the Civil War, serving from August 1862, until July, 1863, in the Twelfth Vermont Volunteers.

Coming to Boston in 1872, he has since that date been prominently connected with the civic and educational life of this city. He is chairman of the Board of Trustees of the Boston Public Library. He has long been known as one of the leaders of the Massachusetts bar. His law practice has extended far beyond the courts of the Commonwealth, up to the Supreme Court of the United States. He has been general council for several important railroad corporations. For twenty years he lectured upon corporations and railroad law at the Law School of Boston University.

Amid his engrossing law studies and his practice Dr. Benton has re-

tained his early love of pure literature. He has accumulated a rich private library. His fine artistic sense and his broad literary outlook were strikingly shown in his recent address on Raphael's Sistine Madonna before the students of the College of Liberal Arts of Boston University. His generous loan of a collection of rare photographs, to which reference is made elsewhere in this issue of BOSTONIA, has made the entire college community his debtor. Dr. Benton is the author of several books, and numerous monographs, chiefly on legal, economic, and historical subjects. One of his latest books, entitled "The Book of Common Prayer, Its Origin and Growth," is reviewed elsewhere in this issue of BOSTONIA.

The University is already feeling the beneficial effect of Dr. Benton's trained legal mind and his vigorous and conscientious devotion to every duty which is laid upon him. He is chairman of the Committee on Administration and Expense, established last June to look after the financial interests of the University and to audit all bills. Under his chairmanship this committee has already rendered invaluable service to the University. The graduates and friends of Boston University have the assurance that in Dr. J. H. Benton the University has a Trustee who unites in a very unusual degree the many high qualifications needed in this exacting office.



MASSACHUSETTS SOCIETY FOR THE UNIVERSITY EDUCATION OF WOMEN.

MRS. CAROLYN STRONG NEWELL, '90, has resigned the chairmanship of the Beneficiary Committee, though she remains a member of this committee and of the Board of Directors. Her successor is Miss Gladys M. Barber, '05, 66 Summit St., Newton, Mass.

The fall meeting of the society was held on Thursday, Dec. 1, 1910, at the home of Miss Elizabeth Houghton, 191 Commonwealth Ave., Boston, Mass. The president, Mrs. George Defren, presided, and after giving a brief account of the work of the society she spoke appreciatively of the sympathetic, tactful, and business-like service rendered by Mrs. Newell during the five years she acted as chairman of the Beneficiary Committee. A rising vote of thanks was given Mrs. Newell. The literary programme was in memory of Mrs. Julia Ward Howe. Mrs. Myles Standish read selections from Mrs. Howe's poems, and Mr. Frank Sanborn gave an informal and entertaining address, entitled, "Reminiscences of Mrs. Julia Ward Howe."

THE PRINCETON PRECEPTORIAL SYSTEM

*Assistant Professor Donald Cameron**Preceptor in Classics in Princeton University, 1905-09*

AS is generally known, the preceptorial system was inaugurated at Princeton in the fall of 1905. In President Wilson's last report he describes it as "a system of *study*, primarily intended for the reading courses, to give them means of work as direct, as simple, as individual, as those long employed in the laboratories of the sciences. It has been too commonly supposed by observers, even by admiring observers, of the system outside Princeton, that it is its characteristic feature that teachers meet their pupils informally in very small groups for intimate instruction. That is not the fundamental matter. The essence of the system is that 'classes' and classrooms are done away with, except for purposes of drill. A 'course' does not consist in following a certain teacher's lectures or in 'getting up' certain texts to be recited in class. It consists in a body of reading such as any mature man would naturally undertake, whether he had the advantage of experienced guides and teachers or not, if he wished to make himself master of a certain subject. The men read subjects; they do not get up courses. Lectures are supplementary, explanatory, illustrative, are an excellent means of stimulation and additional exposition, but could be dispensed with, often have been dispensed with, without materially affecting the processes of study or in any way robbing them of their reality and vitality."

The President goes on to say that after five years' experience it has been found that this full and satisfactory use of the system is not possible in all studies or at all stages of study. The five years have shown where it is not applicable, where it can be applied in part or only in a modified form, and where it can be applied in full.

No attempt has ever been made to apply it to the departments of natural science, where in the laboratories direct personal contact between teacher and pupil and first-hand methods of study have long been matters of course. In the Department of Mathematics the only effect that the introduction of the system has had on the methods of teaching is that preceptors keep conference hours in easily accessible rooms to which students may come to have difficult matters explained to them.

The full and distinctive use of the system as described by President Wilson is most readily made in a lecture course in what we may call one of the "reading" subjects, such as history, economics, or philosophy. In

the language departments such a use is possible in some courses; in others it is not, though in all the system affords an excellent means of instruction. I can best illustrate its workings by describing the work done in some of the courses of the department with which I am most familiar,— that of the Classics.

Before doing this, however, I may say that the introduction of the system involved an increase in the numbers of the faculty and instructors from 109 to 153. The new men came from many colleges and universities, and fully forty of them had never before taught or studied at Princeton. Of this enlarged faculty, forty-seven were "preceptors." This new title carried with it the rank of assistant professor and membership in the faculty. There were thirty-one instructors. Professors and instructors, as well as preceptors, do more or less "preceptorial" work.

The Department of the Classics was increased from eight professors and seven instructors,— fifteen in all,— to eight professors, eleven preceptors, and two instructors,—in all, twenty-one. These men had charge of about 300 students in freshman Latin, 160 in freshman Greek, 200 in sophomore Latin and Greek combined, and in the elective junior and senior courses say 50 or 60 more; in all, about 720. The freshman courses are four-hour courses; the others, three-hour. Of these three or four hours, in most courses one hour a week is given to a preceptorial conference; the other two or three to class-work. In this department professors, preceptors, and instructors all do more or less preceptorial work — the instructors most (i.e., in proportion to their numbers), the professors least. As a rule, a preceptor will have about five or six hours of classroom teaching and eight or nine of preceptorial conferences.

Before going on to describe two or three individual courses I will say that in all courses we tried to provide for the preceptorial hour work that would have a close and helpful relation to the class-work, but would at the same time be so far independent of it that the preceptor would not be hampered by the necessity for any sort of mechanical dovetailing of his assignments of work with the work of the classroom. After the preliminary conference of all instructors engaged in the course, held at the beginning of the term, he could go on his independent way.

The freshmen in Latin or Greek are divided for class instruction into sections of about twenty-five men, on the basis of their ability and knowledge of the language as shown in the entrance examinations. In the first term in Latin they read Livy three times a week in these sections of twenty-five with a class instructor, say on Monday, Wednesday, and Friday, at

eleven o'clock. The fourth hour, say Thursday at eleven, the section of twenty-five breaks up into groups of from three to five men and go to five or six different preceptors for their preceptorial work. What the freshman most needs this first term is, of course, a better knowledge of the language; and to supply this need the means most used in the preceptorial hour is prose composition, supplemented in various ways to suit individual cases. Such preceptorial meetings could hardly be called "conferences." In such elementary instruction there is little room for discussion, and the student's "reading" is confined pretty closely to his grammar, lexicon, and class text. The work here has to be largely drill-work, and cannot differ greatly from class-work in small sections, except for the more informal and intimate relations between preceptor and preceptee.

In the second term the freshman reads Plautus in class, Terence with his preceptor. Here considerable attention still has to be paid to the language, especially with the lower-division men, but much can be done to give them a better understanding of Roman comedy and the various matters connected with the production of a play.

The freshman Greek work is along the same lines as the Latin.

In the higher courses less attention is given to the language and more to the subject-matter and the literary qualities of the author read. Here much wider reading is assigned in preparation for the preceptorial conference. In sophomore elective Latin of the first term Tacitus is read in class, and the social, literary, and historical background of the period is supplied in the preceptorial hour by the discussion of assigned reading in Pliny's letters, Suetonius, and such modern works as Dill's "Roman Society."

In the second term of sophomore Latin the Odes of Horace are read in class. This is supplemented in the preceptorial hour by the reading of the Satires, especially those that tell most of Horace's life and personality. The Suetonius life is taken up at one of the meetings, and with the A.B. men one or two hours are frequently given to the reading and discussion of Greek lyric poetry. Reading is also assigned in modern works.

In most of the junior and senior courses the number of students is small, and the professor in charge usually does his own precepting, dividing his men into as many groups for this conference as may seem necessary.

An interesting instance of two departments coöperating in the giving of a course is seen in the senior course in Greek Philosophy. Here the lectures, two a week, are given by one of the professors of philosophy. If a

student wishes to count the course as a course in Classics he does his preceptorial work with one of the classical preceptors, reading, for example, two of Plato's dialogues in Greek, *The Republic* and others in translation, besides some reading in modern works. If he wishes to count the course as one in the Department of Philosophy he is precepted by one of the preceptors of that department, doing much the same reading, but all in translation.

In a department like that of History, Economics, and Politics, or Philosophy, where almost all the courses are lecture courses, a course usually consists of two hours of lectures and one hour of preceptorial conference a week. The preceptorial work is in no way a review of or quiz on the lectures, but the hour is given to the discussion of reading that has been assigned by the preceptor — reading, as President Wilson says, such as any mature man would undertake if he wished to make himself master of the subject. This reading, and the discussion of it, gives body and substance, breadth and depth, to the outline of the subject presented in the lectures. The president's opinion as to the relative importance of the lectures and the preceptorial work I have quoted above.

I will turn now to some details of the working of the system. While President Wilson was very desirous that the preceptors should not be task-masters, and so no written reports of absences or of grade of work done were handed in at the office, still we did not have to depend entirely on moral suasion or personal charm to induce the men to do the work assigned to them. If a student neglects his preceptorial work his preceptor can recommend that he be debarred from the term examination, in which case he has to take the whole course over. Then in the conference that determines the student's standing for the term the preceptor's opinion counts heavily. Debarment from examination is seldom resorted to — I should say in less than one case in seventy-five.

As to the time of the preceptorial conferences: in all the larger courses the class sections are precepted at regularly scheduled hours. Individual groups, however, are often shifted. Most of us found, for instance, that a conference on Greek tragedy scheduled for 8 A.M., when one half of the preceptees and sometimes all of the preceptor had not yet had their breakfast, was not all that it should be. In the smaller courses the time is arranged to suit those concerned, many preferring hours in the evening.

The conferences are usually held in the preceptor's own study. They are thoroughly informal. Any one smokes, for instance, who feels so inclined. I never particularly encouraged the freshmen in such endeavors,

for the simple reason that when a freshman smokes the operation requires all his time and attention. We found, by the way, that five was about the limit for a preceptorial group. With as many as six one felt that he was hearing a class, with the usual gap between teacher and taught. Four or three was much better than five.

In Classics we kept the same men as far as possible through the whole of the freshman year, in both Latin and Greek. After that no particular effort was made to avoid changes. In the Departments of History, Economics, and Politics, and Philosophy a preceptor, as far as possible, keeps the same men throughout the junior and senior years.

One of the very helpful things about the preceptorial work for the preceptor is the opportunity he has to get the student point of view on all sorts of subjects. Not all the talk of the conference hour is on the work in hand; and besides, a preceptee will wander into your study a little before the hour, or, if time is heavy on his hands, may stay a little while after. They talk quite frankly; and a class instructor, for instance, gets from his preceptees some interesting information as to what the students think of the author they are reading in class, or the way the course is being conducted — as well as the latest news in regard to the condition of White's arm or Pendleton's foot.

Naturally, preceptor and preceptee see more or less of each other outside of conference hours. The Bachelors, a club composed of some forty of the younger generation of the faculty, holds its own at baseball with the various student clubs, and their team is a regular entry in the intra-collegiate series. The tennis-courts, Lake Carnegie, and the golf links are other meeting-grounds. Besides rather frequent impromptu set-tos at tennis, a picked faculty six occasionally plays the university team. They are usually beaten, though on one occasion we came off with honors even. The students were frequently guests at our table and we at theirs. While neither felt lonely on being separated from the other for a brief season, there was, I think, in most cases a feeling of thoroughgoing good-fellowship.

In speaking or writing of the Princeton system mention has frequently been made of its resemblance to the tutorial system of Oxford. Whether or not the one was directly the model of the other, no one could have gone far in planning a system like the one at Princeton without thinking of the work of the Oxford tutors, and turning to it for suggestions. As a matter of fact, a careful study was made of the Oxford system, with a view to incorporating its most available features in the Princeton plan. Most of my first-hand information about the work at Oxford I have obtained from two

or three men who took honors in classics there. How much the experience of an honors man in another department or a pass man would differ from theirs I am unable to say. So for some of the statements I am about to make I can only hope that they are tolerably accurate.

From what I have been able to learn, the two systems have much in common. At Oxford, as at Princeton, a man studies a subject by hearing lectures, by reading under the supervision of a tutor or independently, by personal conference and discussion with a tutor. (There seems to be nothing at Oxford just like our class "recitation.") The knowledge of the subject that he gets in a course of lectures is broadened and deepened, and he is given new points of view in his work with his tutor. In both universities a student has several hours of tutorial conferences a week, going to different tutors for instruction in different subjects, and preceptors and tutors meet their men in groups of from one to five (approximately).

As for differences: at Princeton, when a man takes up a subject he attends a course of lectures or other class exercises, and along with the lectures he has, week by week, his preceptorial conferences. At Oxford he usually hears the whole course of lectures (a term at Oxford is only eight weeks) before going to his tutor for a series of conferences on the same subject. A good many subjects he works up entirely by his own reading and tutorial conferences. Again, while each student at Oxford usually has a certain fixed weekly schedule of conference hours, the schedules of different students of the same subject seem to vary much more than at Princeton. There practically all students, good or bad, taking a given course will have the same number (i.e., one) of preceptorial hours a week. At Oxford, so far as I can learn, there is no such uniformity. An honor man will usually have considerably fewer hours of tutorial instruction a week (a total of about two in all subjects) than the pass man, the latter having as many as four to seven. This is, of course, largely due to the fact that at Princeton, as at other American colleges, practically all the work is organized into courses, and a certain number of course "hours" is required of all candidates for a degree; while at Oxford all that a man has to do is to prepare himself for the university examinations in whatever ways seem best to himself, his tutor, and his college. This brings us to what might seem to be a third point of difference. As the outward form that the work of the Oxford college takes is the preparation of its men for the university examinations, it might in one way be said that the tutor coaches more directly for an examination than the preceptor. But since at Oxford each of the two university examinations covers the work done in something like

two years of study, it must be true that the only way to prepare a student for such an examination is to put him in the best way of gaining a real knowledge of the subject. This would, I should think, prevent much being done in the way of objectionable cramming.

Of course the man whom the Oxford student speaks of as *his* tutor corresponds rather to the faculty "adviser" of our colleges, except that he does much more advising. When a man is assigned to him he keeps a general oversight over all his work, advises him in regard to his reading, lectures to be attended, etc., but gives him instruction only in the subject in which he happens to be tutoring.

The student body at Princeton received the new system in a most satisfactory spirit, accepted with entire good humor the inconveniences that necessarily attended its first trying out, and have frequently expressed their strong approval of it. Some of these expressions of student opinion have appeared in print, especially in the college daily. In these, one thing especially insisted on is that the value of the system depends on the individual preceptor and his ability to rise to his opportunities. Some, they say, turn the conference hour into a lecture; others, into a quiz. Some of the older students have said that there was a noticeable change in the character of the table-talk at the upper-class dining-clubs. The conversation was less exclusively of athletics and the social life of the college, and the subjects in which the men had become interested in their studies came in for their share of attention.

The older members of the faculty who have known Princeton both before and after taking are practically all agreed that there has been a great change for the better both in the amount of work done by the students and in their interest in their work.

The general opinion at Princeton is that the system is a decided success, and that the hope of President Wilson (as expressed in the *Independent* for Aug. 3, 1905) is being realized that "there will be more work done, but it will be less burdensome both to teacher and pupil, more normal, less like a body of tasks, and more like a natural enjoyment of science and letters."



The Boston *Herald* of Monday, November 7, contains a résumé of the memorial address on Dr. Borden P. Bowne, by President Francis J. McConnell of De Pauw University, which appeared in full in the October, 1910, issue of BOSTONIA.

NATT THURSTON ABBOTT.

PROFESSOR NATT THURSTON ABBOTT, of the Law School Faculty, died at his home in Sanford, Me., on Oct. 4, 1910, after an illness of several weeks.

Professor Abbott was born in Shapleigh, Me., on Nov. 18, 1871, the son of Nathaniel and Susan J. Abbott. He was graduated from Dartmouth College in 1892. After graduate work at Harvard and several years' teaching in secondary schools, he entered the Boston University School of Law, and received the degree of LL.B. in 1902. He returned to the Law School as Instructor in Equity in 1902, and was later made assistant professor, and finally professor. During the last year of his service his courses were Contracts, Equity, Property, and Evidence. He was editor of a case book on Equity, and at the time of his death was engaged in the preparation of a text-book on Contracts. In addition to his teaching, he practised law in Sanford, and was there president of two corporations. He is survived by his mother, two brothers, two sisters, his wife, and one child.

These brief facts tell little of a life that was crowded to the full with varied deeds and endless activities. He was preëminently a truly efficient worker. He faced life, as he did death, with serene courage and steadfast faith, rejoicing in the incessant calls upon his strength. He worked, as he played, joyously. He passed swiftly from one duty to another, with entire naturalness, with ease, without waste.

A natural teacher at the beginning, he developed steadily in power and effectiveness. He possessed, as few men possess, the faculty of firing the spark that must flame in the student's mind. Those who were privileged to study under him will never forget the flash of his eye, the lighting up of his countenance, his unfailing patience and courtesy, as he taught day by day. The clearing up of difficulties, the reconciling of cases, the contact of mind with mind, were always to him a source of exhilaration. Class-work to him was not, as to most teachers, a hard duty, laboriously to be performed, but rather a joy, a privilege.

His students loved him. They felt, with reason, that he was peculiarly their friend. They came to him with their difficulties, not only of study, but of life, and they never went away unaided. Many a student will forever be his debtor for some kindly deed, some gracious act of friendship, some word of advice.

His moral influence constantly made for a higher order of things. He hated hypocrisy and sham. A man of positive convictions, he had no sym-



NATT THURSTON ABBOTT

pathy with the attitude of those holding aloof from the public duties that confront every man. In his private conversation, in his public speech, he urged the highest ideals of the legal profession. Better still, he lived them.

His loyalty to the Law School was a very vital part of his life. He believed in its work and rejoiced in the possibilities of its future. Even during the last dark hours of his life, in his brave fight with "the last great enemy," his thoughts turned again and again to his duties at the school.

It is hard to be reconciled to his death. He was still in the very prime of a rugged physical strength and of mental power. There was so much for him to do which no one else could do so well! His child needed his watchful care. His wife needed his comradeship. His classes needed his inspiring instruction. Society needed his remarkable efficiency and training, and his morally energizing integrity. And yet, though it is hard to keep a brave heart when such a man leaves us, we close up our ranks reverently, proud that we knew him and shared with him the march; cheered by the knowledge that his good deeds and his unselfish endeavors will forever be a part of our heritage.

MERRILL BOYD.



LUCRETIA M. GRATON.

ON Saturday, December 10, the sad news reached the members of the University that Mrs. Lucretia M. Graton, wife of Henry C. Graton, Esq., of the Corporation of Boston University, had passed away. The *Boston Transcript* of Monday, December 12, thus characterizes this distinguished woman, who was widely known as the founder of the White Regiment of Worcester: "In her death Worcester loses one of its prominent figures in the fight for temperance, her work in that cause having extended back nearly half a century. She was one of the few living women who formed the Temperance Crusaders of 1874. When she formed the Crusaders over twenty-five years ago, the members of the Praying Band, as the organization was known, would go to the saloons and, on their knees, on the dirty floors, implore young men to give up their drinking and bartenders to leave their business."

Lucretia M. Graton was born at Swan Lake, Me., August, 1836, the daughter of Charles M. and Maria Gould. While she was a child but three years old her parents removed to Massachusetts. In 1845, at the age

of nine, she came to Worcester, and from that time until her death — a period of sixty-five years — she was a resident of that city. She married Mr. Henry C. Graton July 7, 1863. She passed away on Saturday, December 10, in the Hahnemann Hospital, Worcester.

The funeral services were held at the Coral Street Methodist Episcopal Church, Worcester, on Wednesday, December 14. Delegations were present from the Worcester Woman's Club, Worcester Reform Club, Woman's Christian Temperance Union, Christian Crusaders, Woman's Suffrage League, Worcester Social Settlement Association, and the Graton and Knight Company. The interment was in Hope Cemetery.

The Worcester press paid extended and feeling tributes to the memory of the distinguished woman who had been so long and so actively identified with the intellectual and religious life of the city in which she had spent practically her entire life. The editor of one of the leading Worcester papers succinctly and admirably sums up her character in these words: "Few women have passed from the life of this city whose going has caused more genuine sorrow among those with whom she was associated in social, religious, and charitable works, than Mrs. Henry C. Graton. Nor does the sorrow stop there. It will be found among hundreds of the young of the present day and among thousands who have grown to manhood and middle age in Worcester and now look back to this woman as one who lent the helping hand or gave inspiration at a time when those things were most needed."

The sincerest sympathy of the University community is extended to Mr. Graton in his grievous sorrow.



THE GRADUATE SCHOOL.

ATTENTION is called to the new regulations concerning admission to the Graduate School and the acquisition of advanced degrees. Some of the more important of the revised requirements are printed elsewhere in this issue. Persons desiring more detailed information should send for the official circular of the Graduate School. Address the Acting Dean, President W. E. Huntington.

BOSTONIA

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REPRESENTATIVES OF DEPARTMENTS

Professor LYMAN C. NEWELL, College of Liberal Arts

MERRILL BOYD, A.B., LL.B., School of Law

Dean JOHN P. SUTHERLAND, M.D., School of Medicine

Professor JOHN M. BARKER, School of Theology

Address all communications to

THE EDITOR, J. R. TAYLOR, 688 Boylston Street, Boston, Mass.

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PROFESSOR PERRIN'S ADDRESS TO COLLEGE MEN.

SEVERAL requests have been made that the address which Dr. M. L. Perrin delivered last May at the banquet of the men of the college, held in connection with the "More Men Movement," might be published for general distribution. The unusual pressure of University news upon the columns of this issue of BOSTONIA compels us to omit this, with several articles which were awaiting publication; but we are happy to inform our readers that the men's secretary, Mr. E. W. Lord, has issued Professor Perrin's article in the form of a very attractive pamphlet, under the title "College Life in Boston." Copies may be had in any quantity desired for campaign work by addressing Mr. E. W. Lord at 688 Boylston St., Boston.

THE biographical sketches of the three men who have recently been added to the Faculty of the School of Law indicate that the Trustees have shown wisdom and fine discrimination in their choice of successors to Professors Archibald C. Boyd and N. Thurston Abbott, whose recent deaths brought such sorrow, not only to the School of Law, but to the wide circle of admirers of these distinguished men.

THE PRESIDENT'S REPORT.

THE full account which BOSTONIA has from time to time presented during the last year concerning various matters of importance to the University justifies us in giving in this issue only a brief abstract of some of the most important portions of the president's annual report. The space thus gained we devote to a complete citation of the paragraph referring to what has become known as the "More Men Movement." The graduates of the University will welcome this official interpretation of the movement, and they will appreciate more fully the work which Mr. E. W. Lord is endeavoring to perform.

Every graduate and friend of Boston University will read with sorrow the closing words of Dr. Huntington's report. Mingled with the sadness over the approaching severance of official relations is the comforting thought that the end has not yet come. Until the hour of parting has arrived the editors of BOSTONIA will not give expression to the feelings that fill the hearts of all who are in any way connected with the University.

THE CONVENTION OF MUSIC TEACHERS.

A STRIKING indication of the educational value of the present site of the College of Liberal Arts was the decision of the Music Teachers' National Association to hold its recent meeting at Boston University. While the central location of the College Building was an important factor in the choice of a place of meeting, the selection of Boston University was a well-deserved compliment to the Music Department of this institution, and to Professor J. P. Marshall, the head of the department. In his address of welcome to the Association President Huntington expresses his hearty approval of a department of theoretical music as a legitimate part of a humane and liberal education. The work of the recently organized Choral Association, to which reference is made elsewhere in this issue of BOSTONIA, has already made itself felt in the enrichment of the services of the college chapel.

A BOSTON University Song-Book is in preparation, and material is needed at once in order to guarantee early publication. Contributions may be sent to The Song-Book Committee, Information Bureau, 688 Boylston St., Boston, Mass.

THE TEACHERS' COURSES.

THE figures which will be found elsewhere in this issue of BOSTONIA regarding the attendance upon the Boston University Teachers' Courses will be found of special interest and significance. The enrolment for the first semester of the present year exceeded that of the entire preceding year. During the second semester of the preceding year there was an increase of about forty per cent over the attendance for the first semester; should a similar rate obtain for the present year, the total attendance for the year 1910-11 would be at least 200.

The large percentage of college graduates in these courses is especially significant. Of the 156 persons enrolled, no less than 56 hold college or university degrees.

In the October issue of BOSTONIA reference was made to the uncertainty which had been felt by some regarding the ultimate effect of the newly organized University Extension Courses upon the already established Teachers' Courses of Boston University. The figures quoted above are a conclusive answer to any doubts which may have been expressed regarding the future of the Boston University Teachers' Courses. It is evident that with each successive semester the Teachers' Courses are appealing more strongly to a scholarly and thoughtful element in the community. The proportion of college graduates and non-graduates in this enrolment is strikingly significant. The figures indicate that the courses are not only of a grade sufficiently advanced and thorough to attract college graduates, but that they are also well adapted to the needs of studious men and women who, although they hold no academic degree, welcome a course of study which will ultimately bring within their reach a college degree of standard grade.

In this connection we call attention to the provisional list of courses for the second semester, which will be found on another page of this issue of BOSTONIA.

IT will add greatly to the efficiency of BOSTONIA as an organ of communication between the University and its alumni if the secretaries of the various class organizations will forward promptly to this office such items of general interest regarding our graduates as may come to their attention.

PHOTOGRAPHS IN THE GAMMA DELTA ROOM.

GRADUATES of the University who find themselves in the vicinity of the College Building should not fail to visit the superb collection of photographs now on exhibition in the Gamma Delta Room. The recent gifts of Mr. H. Clifford Gallagher and of the former pupils of Miss Hershey's School are permanent acquisitions. Colonel Benton's generosity in loaning his remarkable collection of photographs is not only in keeping with the modern Boston art spirit, as shown in the loan exhibits at the Art Museum and the Public Library, but it is especially wide-visioned in that it suggests to the patrons of the University a way in which our students may be brought into intimate daily contact with artistic creations which enoble the mind and widen the spirit's vision.

GROWTH OF THE COLLEGE OF LIBERAL ARTS.

THE College of Liberal Arts continues the steady growth in numbers which began soon after the removal to the new building. The figures published elsewhere in this issue indicate that before the close of the first semester of the present year the attendance had reached 756, an increase of 37 over the enrolment for both semesters of the previous year. It is probable that the accessions at the beginning of the second semester will make the total attendance for the year nearly or quite 800.

WE take pleasure in presenting in this issue of BOSTONIA two felicitous criticisms of books which have recently been published by graduates of our own College of Liberal Arts. Mrs. Grace Hastings Sharp praises sincerely and discriminatingly Miss Lucile Gulliver's "Over the Nonsense Road." Mrs. Larz Anderson appreciates, as only a traveler in Spain can appreciate, the sunny local coloring which Miss Sarah Gertrude Pomeroy has succeeded in imparting to her book "Christmas in Spain; or, Mariquita's Day of Rejoicing." By a curious coincidence, Miss Gulliver and Miss Pomeroy are graduates of the same class, '06, and both have made a successful beginning of authorship in the realm of children's stories.

In the April issue of BOSTONIA we shall have the privilege of reviewing a recent book of Mrs. Larz Anderson, "Captain Ginger's Fairy."

UNIVERSITY NOTES

THE PRESIDENT'S ANNUAL REPORT.

At the annual meeting of the Trustees of Boston University, on Monday, January 9, President W. E. Huntington presented his annual report for the year 1909-10.

The report begins with a reference to the death of Bishop Daniel Ayres Goodsell, D.D., LL.D., a member of the Board, who died Dec. 5, 1909. Another loss to the Corporation was caused by the resignation of Rev. Charles Parkhurst, D.D., Editor of *Zion's Herald*, who felt compelled to withdraw from the Board because his labors in the editorship of *Zion's Herald* are all that his strength will allow him to undertake. Two important accessions to the Board of Trustees were made in the election, at the January meeting in 1910, of Honorable Arthur P. Rugg, LL.B., of Worcester, and Mr. George A. Dunn, A.B., of Gardner.

Feeling reference is made to the affliction which the University suffered in the death of Professor Borden Parker Bowne, on April 1, 1910. The report declares that Dr. John E. Clarke, who took up and continued the work in each of Dr. Bowne's philosophical courses to the end of the year, won the esteem of students and colleagues by the courageous, devoted, and steady conduct in this very trying post. Dr. Clarke was eminently qualified to take up this work, for Dr. Bowne had intimated both to Dr. Clarke himself and to several officers of the administration that here was a man who was so ripe a scholar and so well read in philosophy, that he would be the one to take up the philosophical teaching in case an emergency arose.

The president devotes considerable space to the efforts which the University is making to secure a larger attendance of men in the College of Liberal Arts. Under this head the report says:

"Significant among the new movements for promoting the greater interests of the institution was that which began with a loyal and vigorous body of men graduates of the college — most of whom are in active life.

"These men who represented Boston alumni, after some informal meetings, first with the President of the University and the Dean of the College, then with the Finance Committee of the Board of Trustees, resolved to act upon the encouragement thus gained and to put in motion some forces to build up the interests of the college men, if possible to help increase their numbers, to provide for a widening of athletic activities and sports, and in every possible way to strengthen the men's side of our college life. The alumni came forward with a liberal proposition to contribute a good sum to enable this plan to be thoroughly carried out. The Trustees were glad to second this offer by voting to appropriate not more than \$2,000, if the alumni would contribute \$1,000 toward the practical ends to be accomplished. After some deliberation, a committee of supervision and control was formed, made up of representatives of the Trustees, the College Faculty, and the alumni — two from each body: Messrs. E. Ray Speare and George A. Dunn from the Corporation; Dean Warren (*ex officio*); Professors Baldwin and Black from the Faculty; W. F. Rogers and W. A. Chandler from the alumni. It was deemed advisable to have a paid secretary, whose work it should be to foster in every legitimate and feasible method the interests of the young

men now in college, and also to furnish proper encouragement to those who are looking toward college courses to come to Boston for their training. Such work needs not only a man who is thoroughly alert, and of wide vision, but who is tactful, resourceful, and will not be a mere 'drummer,' as that term is used commercially, but will, in an attractive, representative manner, set forth to young men here and there the opportunities to gain a liberal learning in Boston. Mr. Everett W. Lord, a graduate of the college, class of 1900, and who took the Master's degree in 1906, was chosen secretary, at a salary of \$1,800. Mr. Lord spent six years in the educational work of Porto Rico, and held the position of Assistant Commissioner of Education. He has been for two years Secretary for New England of the National Child Labor Committee, and with great energy and success has guided the work of that organization. His desire is to be provided with a room in the College Building for his headquarters which will also serve as a place where alumni will feel free to resort when visiting the college. The whole movement is an experiment, and it is hoped will prove to be the means of strengthening the college in very essential respects.

"An unusually large meeting of men graduates of the college was held as early as May 12, at which, with a rush of enthusiasm, nearly \$1,700 was subscribed for the purpose of promoting the cause of 'more men' — the motto of the gathering. By this means the whole amount that alumni had agreed to raise to help the Trustees in prosecuting new movements for strengthening the college was immediately subscribed — with a good surplus."

Detailed statements are made concerning the Boston University Courses for Teachers, the temporary use by the Young Men's Christian Association of the buildings formerly occupied by the University, on Ashburton Place, and the campaign which added, last June, \$400,000 to the permanent endowment fund of Boston University.

The recent gift of \$200,000 to the Homœopathic Hospital by Mrs. R. D. Evans is declared to have been of great help to the general work of increasing the efficiency of the University, and her additional gift of \$10,000 to the endowment of the School of Medicine is gratefully acknowledged.

The generosity and tireless service of a number of the women of the college Faculty who by personal effort raised something like \$1,000 for the better furnishing of the Gamma Delta Room of the College Building is declared to be worthy of distinct recognition. Colonel J. H. Benton, of the Board of Trustees, also gave generous aid in this cause by the loan of pictures for the walls and a piano for immediate use by the students.

The promotion of Assistant Professors A. H. Rice and N. A. Kent, of the College Faculty, George C. Cell, of the Theological Faculty, and Frank L. Simpson, of the Law Faculty, to full professorships is noted.

After discussing important matters under the heads of Fellowships, Commencement, and Convocation, the report concludes with the following significant words:

"After careful deliberation, my determination to lay down the duties of the presidency was finally announced to your Board May 31, 1910 — the resignation to take effect upon the qualification of my successor in this office; or, not later than April 1, 1911. Intimations had been given, at the annual meeting of the Board in January, that I would soon wish to be relieved, and a committee of seven was appointed to seek a candidate. The members of this committee are Hon. John L. Bates, Rev. Dillon Bronson, D.D., Rev. George S. Butters, D.D., Messrs. George A. Dunn, Walter G.

Garritt, Edward Ray Speare, and Rev. William I. Ward, D.D. After a careful and prolonged consideration of many names, the committee agreed upon President Guy Potter Benton, of Miami University, as the candidate of their unanimous choice, and the Board elected him president of Boston University. Dr. Benton took time to decide upon his acceptance or declinature of this somewhat imperative offer; but concluded at length that his health would not permit him to assume the task. The work of the committee, which had been thought completed at the end of May, was found to be still unfinished July 15.

"I close this report for the past academic year, 1909-10, still at my post, with a measure of disappointment that a new leader is not at hand to guide the affairs of the University, but with undiminished loyalty to its interests, and to you, my colleagues, for the short time that remains for my administration, and with unlimited gratitude for your friendship and kindness.

Respectfully submitted,

September 1, 1910.

WILLIAM E. HUNTINGTON."

The reports of the Deans of the various departments will be found under the Department notes.

BOSTON UNIVERSITY GRADUATE SCHOOL.

Some very important changes have been made in the administration of the Graduate School since the appointment of President Huntington as acting Dean of the school. The Faculty of the School have recently issued a circular giving information concerning the requirements for admission and for advanced degrees. Some of the more important of the new regulation are the following:

Graduates from other colleges may apply for admission to the school if the following conditions be fulfilled: (1) The degree received must be equivalent to the Boston University A.B. (2) A detailed statement must be presented from the proper authority, naming all courses taken during the last three years of college work, together with the grade received in each course. The average must be the same as that required of Boston University graduates, as stated above. (3) Recommendations must be presented from two professors in the college at which the first degree was received stating that the candidate is qualified to pursue graduate study.

REQUIREMENTS FOR A.M. AND Ph.D. (a) One full year's work is required for the degree of Master of Arts, and two years' subsequent work for the degree of Doctor of Philosophy. No work can count toward a degree if its grade be below "G" (80%).

(b) Ability to read French and German will be required of all candidates for the degree of Ph.D., and if the nature of the work proposed demand it, proficiency in other languages may be required. Similar requirements may be made of candidates for the degree of A.M.

(c) Some substantial credit must be gained during each academic year subsequent to enrolment. Otherwise the name will be dropped from the succeeding Year-Book. Graduate work for the A.M. degree must be completed within three years, and for the Ph.D. degree within six years, from the date of admission to the Graduate School.

(d) A graduation thesis giving evidence of original research is required of each candidate for a degree. Unless otherwise arranged by the Dean, it must be presented

not later than the last day of March. Candidates for the degree of Ph.D. may be called upon to discuss their theses before a committee of the Faculty.

MASTER OF ARTS. (e) The degree of A.M. may be given to candidates who have been enrolled not less than one year, who have presented a satisfactory thesis, and who have completed graduate work equivalent to eighteen semester hours. One half of this credit must be gained by regular attendance upon classroom work.

DOCTOR OF PHILOSOPHY. (f) The degree of Ph.D. may be given to candidates who have been enrolled not less than two years since receiving the degree of A.M., or attaining an equivalent status. To secure this degree at least one year's work, equivalent to twenty-four semester hours, must be done in residence at the University, one half of the year's work being in a specified major topic, and one fourth in a specified minor.

(g) Work which is not to be done in attendance upon courses in Boston University can count toward an advanced degree only on condition that a complete prior arrangement be made. Such work must be under the supervision of some member of the Faculty. The details of the arrangement will depend upon the circumstances in each case, and must have the approval of the Executive Committee.

(h) In exceptional cases a candidate may be allowed to gain a limited amount of credit toward a higher degree by work done in another institution.

President William E. Huntington was a guest at the banquet of the National Society for the Promotion of Industrial Education held at Hotel Somerset on Thursday, Nov. 17, 1910.

A valuable feature of *The American Educational Review* is the presentation in crisply condensed form of some notable and recent utterances by men of high position in the educational world. The issue of September, 1910, contained a strikingly skilful condensation of the baccalaureate address which President Huntington delivered last May before the class of 1910.

On Tuesday, December 13, Col. J. H. Benton, of the Board of Trustees, addressed the students of the college at the close of the regular chapel exercises. He gave a description of Raphael's Sistine Madonna, illustrating his lecture by means of the fine photograph which Mr. H. Clifford Gallagher has given to the college.

The closing portion of his address was an earnest personal appeal to the students to make worthy use of the advantages which the University has been able to place at their disposal through the self-sacrifice of benefactors who, though not, as a rule, wealthy, gave what they had to train up men and women who will benefit humanity. If this wish be fulfilled the givers will be satisfied with their act. Worthy students are the justification of these gifts. The teacher, too, finds his most satisfying recompense in the sight of his students developing into symmetrical men and women. The true student asks not, "What is there in *you* for *me*?" but, rather, "What is there in *me* for *you*?"

On Thursday afternoon, October 27, President Huntington was the guest of the Salem Society for the Higher Education of Women. The gathering took place in the Second Church Parish House. Dr. Huntington gave an address on "Recent Movements in Higher Education."

The Departments

COLLEGE OF LIBERAL ARTS.

ANNUAL REPORT OF THE DEAN OF THE COLLEGE OF LIBERAL ARTS.

The report begins with a tribute to the memory of Professors B. P. Bowne and T. B. Lindsay, who had died during the year.

After noting various changes in the Faculty and the reassignment of courses necessitated by the death of Professors Bowne and Lindsay, the report is devoted chiefly to the Teachers' Courses, the attendance in the college, the College Library, the refurnishing of the Gamma Delta Room, and closes with an account of the conferences between officers of the University and alumni which resulted in the appointment of a Men's Secretary.

CHRISTMAS REUNION OF EPSILON CHAPTER.

About 150 members of the Epsilon Chapter gathered in the College Building on Wednesday evening, December 28. Profiting by the experience of last year, when the Gamma Delta Room was found altogether too small to accommodate the attendance, the committee spread the tables in the spacious entrance-hall, thus securing ample entertainment facilities.

After the banquet had been served and Boston University songs had been sung, Mr. Ernest W. Branch, '88, president of the Epsilon Chapter, introduced the various speakers. Mrs. Sarah Bryant Borst, '95, who was to have been one of the chief speakers, was detained by illness. Mrs. Anne O'Hagan Shinn, '90, who was to have read an original story, was at the last moment prevented from coming on from New York. As a substitute, Miss Annie Joslyn Gray, '98, read an essay by Mrs. Shinn entitled "Confessions of a Professional Woman."

Mr. E. W. Lord, '00, spoke on the "More Men Movement." He recounted some of the means which are being employed to increase the number of men in the college; among these is the issue of attractive literature at intervals. He said that an encouraging feature is the activity of the undergraduates in endeavoring to turn young men toward the University. A fruitful field for work is found among young men who have been out of school for a while at work; some of these are coming next year. We need young men from all classes, from all churches, from all grades of financial condition. He concluded by urging the coöperation of all graduates of the University.

Miss Emily L. Clark, '87, spoke with special reference to the portraits of ex-President W. F. Warren and President W. E. Huntington, which are to be given to the University. Some money has already been paid in, and she asked each graduate of the University to contribute one dollar toward the portrait fund. In accordance with her recommendation, the following vote was unanimously passed: That portraits of Dr. Warren and Dr. Huntington should be painted, as proposed, by Mr. Elliott and Mr. Vinton; that the committee be increased by the addition of the names of the secretaries of the alumni associations; that circulars be sent by the committee to the graduates of the four departments of the University, asking for one-dollar subscriptions, to be paid before Feb. 15, 1911.

Rev. John F. Brant, S.T.B. '75, suggested that photographs of the paintings be made available for the contributors, and that subscriptions be not limited to one dollar.

Mr. Brant was then called upon to give reminiscences of the \$400,000 campaign of last June. He attributed the success of the movement to good leadership and to the excellence of the cause. He gave some graphic instances of the good effect produced by a personal appeal of the workers. He said that we are justified in making large demands upon the community, with a reasonable expectation of a generous response. He closed by an appeal for a closer union of the various departments of the University.

Mr. Ferdinand C. Lane, '07, speaking for the Employment Bureau, gave some details of the working of the system and said that the positions furnished by the Bureau during the last nine months have represented \$18,000 in salaries.

Professor E. C. Black made a felicitous address replete with personal reminiscences of John Brown and Robert Louis Stevenson.

Professor George A. Wilson, '91, of Syracuse University, made a brief address in which he referred to the high ideals which Boston University represents.

Mr. S. Edgar Whitaker, '90, of New York, said that a first midwinter meeting of New York alumni of Boston University will be held on Saturday, January 28, at 4 P.M., in the Hotel St. Denis.

President Huntington, the last speaker, said that he must stand by his resolution to withdraw from the office of president by April first. The hope of the University is in its graduates; the great enterprises of the University must be accomplished largely by the graduates; the energy and business skill of Mr. Lord and Mr. Lane will help much, but, ultimately, the success and increase of the University must depend upon the united and sustained efforts of the graduates.

At the conclusion of Dr. Huntington's address, the audience joined in singing a stanza of "America" and the gathering was dismissed.

MEN'S GRADUATE CLUB.

The annual banquet of the Men's Graduate Club of the College of Liberal Arts was held in the Men's Assembly Room on the evening of Nov. 28, 1910. At the business meeting a new constitution was adopted, and the following officers were elected for the ensuing year: president, Irving P. Fox, '83; vice-president, Clarence H. Dempsey, '95; executive secretary, Everett W. Lord, '00; auditor, Robert N. Turner, '06; Executive Committee, Howard T. Crawford, '96, Frank W. Kimball, '94.

Dr. E. S. Elliott, the newly appointed gymnasium instructor for men, addressed the club on his work and the athletic outlook. He emphasized the importance of concentrating on sports within the college, outlined the proposed interclass, departmental, and fraternity contests, and urged the Graduate Club to offer a prize cup for such contests, as well as for the outdoor meet to be held in the early spring.

Mr. F. C. Lane, '07, manager of the Employment Bureau, gave a graphic account of the work done by the Bureau during the last five years, especial emphasis being laid upon the unlimited opportunities for men to work their way through college. He urged coöperation of all the men graduates, particularly in informing the manager of the Bureau of prospective men students.

Mr. Everett W. Lord, '00, executive secretary, gave a report of the progress made toward increasing the enrolment of men students. Incorporated in the report were

suggestions to the club regarding the possibility of promoting the interests of the men students now in college. The executive secretary will gladly send copies of the new constitution, list of officers, and literature bearing upon his work, to all members of the club, and others who are interested.

TEACHERS' COURSES. SECOND SEMESTER.

At the time of sending this issue of BOSTONIA to press the official circular containing the list of courses offered to teachers during the second semester was not ready for distribution. The following provisional list is, however, nearly or quite complete.

ANGLO-SAXON. *Professor Marshall Livingston Perrin.*

2. Beginners' Course continued. Cynewulf's Elene. Saturday, 11 A.M.

4. Beowulf continued. Saturday, 10 A.M.

6. Historical Growth of the English Language, beginning with the Middle English Dialects, with reference both to Sounds and Forms. Saturday, 9 A.M.

CHEMISTRY. *Professor Lyman C. Newell.*

It is proposed to offer for the year 1911-12 a course in Organic Chemistry, which shall include lectures and experiments.

DRAMA. *Professor Joseph Richard Taylor.*

2. Comparative Study of the Drama. Aristotle's Poetics. The Structure of a Tragedy. The Ideal Tragic Hero. The Dramatic Unities. The following plays, or an equivalent, will be read critically: Seneca, Agamemnon; Calderon, Life Is a Dream; Corneille, Le Cid; Shakespeare, Hamlet; Addison, Cato; Lessing, Emilia Galotti; Schiller, Wilhelm Tell; Hugo, Hernani; Tennyson, Becket; Ibsen, Ghosts; Rostand, Cyrano de Bergerac; Sudermann, Das Blumenboot.

This course does not presuppose a knowledge of any language but English; but those who can read any or all of the plays in the original will be encouraged to do so. Thursday, 4.20 P.M.

ENGLISH. *Professors E. Charlton Black and Dallas Lore Sharp.*

2. The English Bible. Although this course is continued from the first semester, it will be complete in itself, and new students may enroll in it. Saturday, 10-11 A.M.—*Professor Black.*

4. Shakespeare Biography and Bibliography. Saturday, 11-12 A.M.—*Professor Black.*

6. Studies in Nineteenth-Century Prose, with special reference to De Quincey, Macaulay, Carlyle, and Ruskin. Saturday, 12-1 P.M.—*Professor Black.*

8. How to Write. Especial emphasis will be laid upon the discovery and the development of the writer as his own literary law and material. This course will not be given unless ten students apply. Thursday, 4.30 P.M.—*Professor Sharp.*

FRENCH. *Professor James Geddes, Jr.*

2. Second-Year French. Saturday, 9 A.M.

4. French Literature. Masterpieces of the sixteenth and seventeenth centuries. Saturday, 11 A.M.

6. Phonetics, applied to the study of French and English Pronunciation. Monday, 3.20 P.M.

GERMAN. *Professor Marshall Livingston Parrin.*

2. Elementary German Course. Saturday, 3.30 P.M.
4. Intermediate Composition. Saturday, 1.30 P.M.
6. Readings in German Literature of Intermediate Grade. Saturday, 2.30 P.M.
8. Continuation of the Study of Germany, its cities and internal organizations, conducted in German, with maps and lantern-slides. Saturday, 12.30 M.
10. At convenient hours classes of not more than four members each will be held for practice in German conversation.

GREEK. *Professor Joseph Richard Taylor.*

2. Aristotle, Politics. The entire work will be read either in the original Greek or in Jowett's English translation, at the option of the student. Selections will be read from More's Utopia and Bacon's New Atlantis.

This course is designed for students of either ancient or modern literature. The course will be given upon the application of not less than three qualified persons. Tuesday, 4.20 P.M.

ITALIAN. *Professor James Geddes, Jr.*

2. Elementary Italian. Saturday, 10 A.M.
4. Second-Year Italian. Selections from the masterpieces of Italian literature. Saturday, 12 M.
6. Dante. Conducted entirely in English. Wednesday, 3.20 P.M.

LATIN. *Professor Alexander Hamilton Rice.*

2. Latin Writing. Required writing, criticism, and discussion. Hour to be announced.
4. Latin Literature. The literature of the Silver Age. Lectures and reports and assigned reading. Hour to be announced.

MATHEMATICS. *Professor Judson B. Coit.*

2. Analytic Geometry and Calculus. An introduction suited to the needs of those who have studied the elements of Plane Trigonometry, and who wish to obtain some knowledge of the more advanced methods of mathematical investigation. The course will be given if requested by at least eight students. Tuesday and Thursday, 4.20 P.M.

MUSIC. *Assistant Professor John P. Marshall and Mr. Samuel W. Cole.*

2. A course in Elementary Harmony. Hour to be arranged.
4. The Appreciation of Music. Hour to be arranged.
6. Theory and Practice of Teaching Music in Schools. Hour to be arranged.
8. A course designed particularly for the assistance of regular teachers in the public schools who are required to give also some instruction in music. Hour to be arranged.

PHYSICS. *Professor Norton Adams Kent.*

2. A brief survey of the "New Physics," being an application of the Electron Theory to the phenomena of Electricity, Magnetism, and Radioactivity. Wednesday, 4 P.M.

PORTUGUESE. *Professor James Geddes, Jr.*

2. Elementary Course. Friday, 4.20 P.M.

SPANISH. *Professor James Gaddas, Jr.*

2. Elementary Course. Thursday, 3.20 P.M.

4. Second-Year Spanish. Selections from the masterpieces of Spanish literature. Friday, 3.25 P.M.

Calendar: Conference and registration, Saturday, February 11, from 10 until 12 o'clock. Courses open Monday, February 13.

A more detailed statement of the courses, and information concerning tuition-fees, enrolment, credits, etc., will be found in the official circular, which will be mailed upon application to the Dean of the College of Liberal Arts.

DEPARTMENT OF CHEMISTRY.

The Department of Chemistry has recently added to its equipment charts of the international atomic weights and the periodic law revised to 1910, a set of colored charts showing the composition of food, a collection of one hundred and fifty lantern-slides of famous chemists, several pieces of electrical apparatus for use in quantitative analysis, special apparatus and chemicals for the course in organic preparations, two imported balances and accurate apparatus for the supplementary experiments in general chemistry, and over fifty donations for the chemical museum. Among these gifts to the museum are three electrotype plates from the J. S. Cushing Co., Norwood, Mass.; four samples of by-products from the New England Gas and Coke Co., Everett, Mass.; ten specimens of native colemanite, ground colemanite, and a magnificent mass of crystallized borax from the Sterling Borax Co., Lang, Cal.; four bottled samples of the commercial products of the Picher Lead Co., Joplin, Mo.; a large framed picture of a glass-blower, and specimens of the materials used in making glass, from the Macbeth-Evans Co., Pittsburgh, Penn.; twenty varieties of fabricated asbestos from the H. W. Johns-Manville Co., Boston, Mass.; and ten bottled samples of fertilizer from the Bowker Fertilizer Co., Boston, Mass. The increased enrolment this year in all the courses in Chemistry has necessitated a corresponding increase in the general permanent equipment of this department.

Mr. William B. Snow, '85, head of the Department of Modern Languages in the English High School, Boston, has received from the French government the distinguished honor of the Insignia of *Officier d'Académie*. The presentation of the insignia took place at the close of a session of the English High School, in the presence of all the teachers.

This distinction is given by the French government to its own teachers of prominence, and occasionally to teachers of French in foreign countries. There are native French men and women in our public schools who have the insignia, and the honor has been conferred upon a few Americans who are engaged in college work; but so far as we can ascertain, Mr. Snow is the first American-born teacher to receive the distinction.

Dr. Edward C. Elliott has been appointed Instructor in Gymnastics for the men of the college. He is a graduate of the Springfield Training School and Tufts College Medical School.

DEPARTMENT OF PHYSICS.

The friends of the college will be glad to learn that the Physics Department has, during the fall months, added to its plant over \$1,500 worth of apparatus, this being made possible by the generous gift of \$5,000 from a friend of the department. The full significance of the addition of this apparatus will, of course, be apparent to the initiated only; but even the reader not versed in the science of physics can easily imagine the increased strength coming to the department through the great addition to the equipment made possible by this gift.

Among the larger and more important instruments may be noted a Weiss electromagnet (having a core ten cm. in diameter, and three sets of adjustable pole pieces), by means of which field strengths up to as high as 40,000 gauss can be obtained in workable gaps. This instrument will make possible the demonstration and study of the Zeeman, Hall, Faraday, and Kerr effects, Foucault currents, para- and diamagnetism, etc.

A Gaede mercury pump, the most perfect and powerful of exhausting-instruments manufactured to-day, will allow a classroom demonstration of the character of the discharge of electricity through gases as a function of the pressure, the entire process of exhaustion, from normal atmospheric pressure to an X-ray vacuum, occupying but a few minutes' time. Moreover, with the auxiliary pump many interesting experiments may be performed in cases where air-pressure is required; for the machine can be used reversibly as a compression mechanism. Among such experiments are the blowing of organ-pipes, the demonstration of the dancing-ball paradox — which latter is interesting in connection with the problem of the curved ball of the baseball pitcher.

With a ball-bearing stand the laws of rotational inertia may be studied and light thrown on the problem of the falling cat, explaining the fact that the animal lands upon its feet.

A Cox induction-coil with variable primary and adjustable condenser represents the latest design of Ruhmkorff coil, and permits the use of the instrument under a variety of conditions. The coil may be run by either an electrolytic break or a rotary mercury mechanism — the latter being the latest form of current-interrupting device and a most satisfactory substitute for the antiquated and troublesome "hammer" break.

With a simple Tesla coil, with various tubes and a spiral conductor, high-tension and high-frequency phenomena may be illustrated.

In the field of light there have been added, among other pieces of apparatus, a Hilger prism spectrometer with photographic attachment, various spectrum charts, tubes of phosphorescent materials, and a Rowland plane reflection grating.

The above-mentioned apparatus, together with general, and other minor, supplies, will materially assist the director in carrying out his purpose steadily to raise the grade of classroom demonstration and laboratory experiment in the courses offered in Physics.

In a statistical pamphlet recently issued by Yale University it is noted that one of the first women to receive the degree of Doctor of Philosophy in English from Yale was Miss Elizabeth Deering Hanscom, A.B. '87, and A.M. '93. Miss Hanscom is now Professor of English Language and Literature at Smith College.

IN MEMORIAM: HARRIET M. RHOADES.

Miss Harriet M. Rhoades, Ex. '04, died at her home in Damariscotta, Me., on Nov. 11, 1910. Miss Rhoades entered the College of Liberal Arts with the class of 1904, but, through ill health, was obliged to give up her studies before the completion of her course. She is remembered as an earnest, brilliant student, endowed with a love for scholarly attainments and a generous, sympathetic sense of fellowship for her classmates. We, who knew the fineness of her nature, missed her companionship when she withdrew from our classes, and now we shall miss the friendship and interest that she so lovingly evinced for us during all these years of patient suffering, and we offer this little tribute to her memory.

EVELYN FRANCES MURPHY, '04.

Some notable additions have recently been made to the artistic adornment of the Gamma Delta Room. Among these is a large and costly photograph of the Roman Coliseum, contributed by former pupils of Miss Hersey's School as a memorial for Professor T. B. Lindsay. The framed photograph bears the following inscription: "This photograph is placed here by the Students' Association of Miss Hersey's School in grateful memory of Thomas Bond Lindsay, Ph.D., who while holding in the Boston University the chair of Latin and Sanskrit was for ten years Instructor of German in Miss Hersey's School."

Mr. H. Clifford Gallagher, of the Board of Trustees, has given to the University a very large and superbly framed photograph of Raphael's Sistine Madonna. This photograph hangs back of the speaker's platform in the Gamma Delta Room.

Josiah H. Benton, Esq., of the Board of Trustees, has loaned to the University a dozen framed photographs of large size and of the finest technical finish, depicting mostly mountain scenery in the vicinity of Salzburg. The list of titles is as follows: Salzburg; Innsbruck, Theresien Strasse; Milan Cathedral; Alpenseehotel, Drei Zinnen m. Altsteiner-Spitze; Venediger-Spitze; Tofana v. Wege n. Falzarego; Grossglockner und Johannesberg; Kaefertal; St. Bartholomä m.d. Watzmann; Dürrensee m. Monte Cristallo; Grossglockner; The Oberammergau Passion Play, 1910. These photographs are hung on the walls of the Gamma Delta Room.

The attendance on the Teachers' Courses for the first semester of the present academic year was 156. Of this number 56 persons held degrees from institutions of collegiate grade. The number of colleges or universities represented was 24. The list of institutions, with the number of graduates from each, is as follows: Boston University, 16; Radcliffe, 7; Smith, 5; Wellesley, 4; Harvard, 3; Mount Holyoke, 2; Simmons, 2; Yale, 1; Chicago, 1; Cornell, 1; Vassar, 1; Brown, 1; Dartmouth, 1; Colby, 1; Amherst, 1; Tufts, 1; Oberlin, 1; U. S. Naval Academy, 1; Worcester Polytechnic Institute, 1; Williams, 1; Trinity (Washington, D. C.), 1; Mount Union, 1; Friends' University (Wichita, Kan.), 1; St. Ignatius, 1.

The Music Teachers' National Association held its annual meeting at Boston University, on Tuesday, Wednesday, and Thursday, December 27, 28, 29. President W. E. Huntington of Boston University made the opening address, on Tuesday afternoon. Professor John P. Marshall, of the Department of Music of Boston University, was a member of the local committee having the plans in charge.

At the annual fair for the benefit of the Elizabeth Peabody House, held at the Vendome on Dec. 3, 1910, Professor Dallas Lore Sharp read selections from his published and unpublished essays.

At the second annual meeting of the University Club of Malden, Mass., held on Dec. 31, 1910, Dr. Charles D. Jones, '86, was reelected secretary, and Professor Lyman C. Newell was elected vice-president for the current year.

The Boston *Transcript* of Thursday, December 22, announces that Rev. A. B. Shields, '93, formerly rector of the Church of the Redeemer in South Boston, is to engage in what has become known as the "Emmanuel movement," in Southern California. His headquarters will be, for the present, Pasadena, Cal.

The many friends of Mrs. Amy Wales Bullock, '98, will read with interest the following item, which appeared in the Boston *Transcript* of Saturday, November 26:

"Rev. Ernest N. Bullock, for nearly seven years rector of St. Matthew's Church, South Boston, has resigned, to take up missionary work in New Mexico, under Bishop Kendrick; and, with Mrs. Bullock, is now on the way to Roswell, N. M."

At a joint session of the Archaeological Institute of America and the American Anthropological Association, held in Providence on Thursday, December 29, Professor Elihu Grant, '98, of Smith College, read a paper entitled "Philistine and Hebrew in Palestine."

Miss Florence M. Marshall, '99, Director of the Girls' Trade Education League and Industrial Training Department of the Women's Educational and Industrial Union, Boston, Mass., read a paper entitled, "What More Can Schools Do to Meet the New Requirements?" at one of the sessions of the fourth annual convention of the National Society for the Promotion of Industrial Education, held in Boston, Nov. 17 to 19, 1910.

The Boston *Transcript* of Wednesday, November 16, contained an article by Miss Grace A. Turkington, '00, entitled "Women's Clubs in Boston."

Miss Marion Ethel Coburn, '03, was married to Mr. J. Howard Hayes, of Cambridge, on Tuesday, Nov. 1, 1910. Mr. and Mrs. Hayes will reside in Dayton, O. Their address is 45 Rockwood Ave.

At a meeting of the Boston Business Women's League held in Sewall Hall, New Century Building, in Boston, on Tuesday, December 13, Miss Emma L. Fall, A.B. '06, J.B. '08, gave an address on "Every-Day Laws for Women."

Miss Helen Elizabeth Courtney, '07, was married to Mr. Edgar Vernon Rankin, on Oct. 26, 1910, at Hyde Park, Mass. Mr. and Mrs. Rankin will be at home, 199 Metropolitan Ave., Hyde Park, after Jan. 1, 1911.

The Houghton, Mifflin Company have in press a new volume of essays by Professor Dallas Lore Sharp. The book will appear under the title, "The Face of the Fields." Professor Sharp's book "A Watcher in the Woods" has been adopted by the State of New York, along with Edward Everett Hale's "A Man Without a Country" and Charles Dudley Warner's "In the Wilderness," as a Secondary Reader in the Public Schools throughout the State.

Among the recent addresses and engagements of Professor F. Spencer Baldwin are the following:

He addressed the University Club of Malden on Thursday evening, October 27. Subject, "Kipling's Poetry."

On the tenth of November he addressed a conference of New England mayors called by the managers of the Boston 1915 movement. His subject was "Old Age Pensions for Municipal Employees."

He has been engaged by the State Bureau of Statistics to determine the cost of establishing retirement systems for State and County employees. The report will be presented to the Legislature in January.

He has been retained by the State Commission on Factory Inspection as expert to prepare a report. This report will also be presented in January.

He has been appointed by Mayor Fitzgerald chairman of the committee to report on the cost of establishing a retirement system for employees of the city of Boston.

He is a member of the Committee on Taxation of the Conference on Town Planning to be held in Philadelphia in March.

At the thirty-ninth meeting of the New England Association of Chemistry Teachers, which was held in the College Building on Oct. 22, 1910, Professor Lyman C. Newell read a paper on "Current Events in Chemistry."

The place of honor in *Zion's Herald* for Wednesday, November 9, was assigned to a lyric poem by Professor E. Charlton Black, entitled "A Pilgrim's Hymn."

Professor James Geddes, Jr., was one of the speakers at the Columbus Celebration held in the Bowdoin Square Tabernacle on Sunday, October 9.

The New England Association of Chemistry Teachers was incorporated at a special meeting held on Nov. 11, 1910, in the College Building. Professor Lyman C. Newell was one of the incorporators. In the incorporated Association he will serve as Curator — a permanent officer, whose chief task will be to procure, preserve, and loan literature, lantern-slides, charts, and other kinds of teaching-material to the members of the Association. Professor Newell was one of the founders of this Association, and its first president.

Professor Arthur W. Weyssie will sail from San Francisco early in February for Hawaii and Japan, on his trip around the world, for which he has sabbatical leave of absence from the University. He will make a special point of visiting research laboratories in physiology. During the second semester the courses in Botany, Physiology, and Comparative Anatomy will be given by Mr. H. L. Chase, A.M., who for the past year has been assistant in the Biological Department. His place as assistant will be filled by Mr. Ray W. Spalding. Any letters sent to Dr. Weyssie during his absence should be addressed in care of Baring Bros., Bankers, London, England.

At the one hundredth meeting of the Northeastern Section of the American Chemical Society held in Boston on Dec. 16, 1910, Professor Lyman C. Newell was elected vice-president for the ensuing year.

The sixth annual convention of the Sunday-school Union of the Episcopal Diocese of Massachusetts was held in Jacob Sleeper Hall on Wednesday, November 16.

At the chapel service on Thursday, December 22, the recently organized Choral Association of the college sang Vincent's "There were shepherds abiding in the field." The aim of the Choral Association is to aid in the promotion of good music in the college. The musical director is Mr. F. W. Wodell, conductor of the People's Choral Union of Boston. The Choral Association of the college meets every week for rehearsal.

The college registration on Tuesday, December 20, had reached 756, an increase of 37 over the total attendance for the previous year. The enrolment in the various classes is as follows: Seniors, 68; Juniors, 91; Sophomores, 107; Freshmen, 113; Specials enrolled in the college only, 97; Specials enrolled in other departments, 124; enrolled in Teachers' Courses, 156.

Miss Grace Bradford Hayden, '07, was married to Mr. Charles Frederick Franklin, on Oct. 27, 1910, at Plymouth, Mass.

Rev. Sarah A. Dixon, Ph.D. '08, was formally installed as minister of the Congregational Church at Tewksbury, Mass., on Dec. 7, 1910.

Aubrey F. Hills, '08, is principal of the High School, San Juan, Porto Rico. This school has an enrolment of 210 pupils and employs ten teachers. It has all the courses of the best high schools in the United States, and fits pupils for American colleges.

Miss Annie Louise Jones, '08, was married to Mr. Irving Thurston Costes, '08, on Oct. 26, 1910, at Stratham, N. H.

Mr. Richard Clive Wilton, '08, is Superintendent of Grades and Principal of the High School at La Comb, Ore.

Miss E. Gladys Wilton, of the same class, is at Rawhide, Nev.

Miss Beatriz Orozco, '09, is teaching botany and zoölogy in the Girls' Normal School in Mexico City.

Miss Stella B. Shute, '09, is now a secretary in a private laboratory at Westboro, Mass.

Miss Edna M. Staples, '09, has been appointed a teacher in the Pickering School, Salem, Mass.

Miss Marion A. Treadwell, '09, is secretary and assistant librarian in the Mining Department of the Massachusetts Institute of Technology.

Rev. Dr. Daniel Dorchester, who from 1883 until 1895 was Professor of English Literature in Boston University, has accepted a call to St. Mark's Methodist Episcopal Church in Brooklyn. Dr. Dorchester left Boston University in 1895 to accept a flattering call from Christ's Methodist Episcopal Church in Pittsburg, one of the strongest and most influential congregations in the Methodist Episcopal Church. Dr. Dorchester made a distinguished record in this responsible position, filling the pastorate, with marked success, for a period of thirteen years — a term of service almost unparalleled in Methodism.

At a memorial service held in Boston on Sunday, November 20, by the Circolo Italo-Americano in honor of the late Julia Ward Howe, Professor James Geddes, Jr., delivered an address.

Hon. George H. Fall, '83, was reelected mayor of Malden, Mass., by a large plurality, at the annual election on Dec. 13, 1910.

SCHOOL OF THEOLOGY.

ANNUAL REPORT OF THE DEAN OF THE SCHOOL OF THEOLOGY.

The report begins with the statistics of attendance; it is shown that the enrolment for the year was 210, 158 of whom were college graduates. Other matters discussed are: changes in the curriculum; addresses by distinguished visitors to Boston; the opportunities for preaching available for students. The report concludes with a tribute to the memory of Dr. B. P. Bowne. The report is signed by Samuel L. Beiler, Acting Dean.

At the meeting of men in Tremont Temple on Sunday, October 30, the MacWatters Male Quartette sang, and Professor Samuel J. MacWatters gave his dramatic reading, "Saul of Tarsus."

SCHOOL OF LAW.

ANNUAL REPORT OF THE DEAN OF THE SCHOOL OF LAW.

The report begins with a statement of the enrolment, which is shown to be 309 for the year. Some changes of importance which had been made during the year in the requirements for graduation and for honors are noted.

The approaching resignation of President Huntington and the possibility of a successor new to the place leads the Dean to give a review of the course of education in the Law School. This report, which, though brief, is a very carefully drawn and comprehensive sketch of the history of the school, extends through the last five pages of the report.

On account of the death of Professor Abbott, it became necessary in October to make three new appointments to the Faculty of the Law School. Mr. Harry Clinton Sawyer was appointed lecturer in Evidence; Dr. Harold M. Bowman, lecturer in Property; and Professor Edward A. Harriman, lecturer in Contracts.

Mr. Harry C. Sawyer was born in Fitchburg, Mass., Jan. 24, 1878. He was graduated from Boston University School of Law in June, 1899, with the degree LL.B. (*magna cum laude*). Since that time he has been engaged in active practice in Boston, and is at present Assistant District Attorney of Middlesex County.

Dr. Harold M. Bowman was born in Des Moines, Ia., Jan. 17, 1876. He obtained the degrees A.M. and LL.B. from the University of Michigan, and the degree Ph.D. from Columbia University. He had experience as a graduate student, in teaching Commercial Law at the University of Michigan. He taught Law and Government at Dartmouth College, 1903-06, as Assistant Professor of Political Science. He was appointed Expert Special Agent of Interstate Commerce Commission in 1904, and to the same position in the Senate Committee on Interstate Commerce in 1905. In these capacities he made investigations in railroad valuation and taxation, and in railroad discriminations.

He has been editorial writer on the *New York Globe* since 1906. He is author of "The Administration of Iowa," and of various articles and reviews in *Political Science Quarterly*, *Michigan Law Review*, *Columbia Law Review*, etc.

Professor Edward A. Harriman was born in Framingham, Mass., Dec. 31, 1869.

He was graduated from Harvard College in 1888; from the Boston University School of Law in 1891. He was Professor of Law in Northwestern University from 1892 to 1901. Since 1901 he has been engaged in the general practice of law in Connecticut. He is also lecturer in the Yale Law School. He is author of "Law on Contracts," 1896 and 1901, and editor of "Greenleaf on Evidence," vols. 2 and 3, 16th edition, 1899.

On Thursday, December 8, Mr. Edwin W. Mulready, Deputy Probation Commissioner of Massachusetts, addressed the students of the Law School on "The Massachusetts System of Probation in Relation to the Law."

Beginning in January and continuing throughout the school year, a series of special lectures will be given by leading members of the Massachusetts bar before the entire student body of the Law School. The purpose of the series is to give the student an insight into the active practice of the law and to furnish him a broader outlook over the problems that await him in his profession.

Among the speakers for the series will be Messrs. Herbert Parker, Walter I. Badger, Sherman L. Whipple, Christopher T. Callahan, Henry F. Hurlburt, Harvey H. Pratt, Joseph F. O'Connell, and Judge Charles DeCoursey.

It is expected that other leading members of the bench and of the bar will give lectures in this series.

SCHOOL OF MEDICINE.

ANNUAL REPORT OF THE DEAN OF THE SCHOOL OF MEDICINE.

The total attendance for the year was 79, 56 of whom were men.

The fact that the graduating class numbered but five women and nine men, fourteen in all, leads the Dean to give a tabular view of the graduates for the past twenty-one years. This table shows that the number of graduates has always fluctuated, varying as sharply as from 41 in 1893 to 15 in the following year, 1894. In 1906 the number of graduates was 23; in the following year it had gone down to 13, increasing in the following year to 18. Various reasons are suggested for this fluctuation.

Some distinguished honors which have recently come to various members of the Faculty — among them Dr. W. H. Watters, Dr. Wesley T. Lee, and Dr. Fred S. Piper — are enumerated.

The resignation of Professor F. B. Percy, after a service of thirty years, is noted, and Professor J. Herbert Moore is mentioned as his successor.

The inspection of the school by Mr. Abraham Flexner as the representative of the Carnegie Foundation for the Advancement of Teaching, is declared to be one of the noteworthy events of the year. A considerable portion of the Dean's report is devoted to a discussion of the distinctly favorable report made by Mr. Flexner on the School of Medicine of Boston University. The fact that Mr. Flexner makes no mention in his report of what the Boston University School of Medicine has accomplished leads Dean Sutherland to present a brief account of the history of the school.

Grateful mention is made of Mrs. Robert Dawson Evans's gift of \$200,000 to the Massachusetts Homœopathic Hospital for the purpose of building and maintaining a laboratory for Clinical Research and Preventive Medicine. It is declared that this

gift to the hospital will be of distinct service to the school. The Dean also records with gratitude Mrs. Evans's gift of \$10,000 to the University to form a nucleus for an endowment fund of the School of Medicine. The efforts of the officers and graduates of the school to increase the endowment of the school have already resulted in the securing of gifts and subscriptions amounting to \$22,000.

The New England Medical Gazette for November, 1910, contains the opening address given by Dean John P. Sutherland at the thirty-eighth annual session of the Boston University School of Medicine, Thursday, Oct. 6, 1910.

Several new courses have been added to the curriculum for the 1910-11 session of the school: a new course in Surgery, by Dr. DeWitt G. Wilcox; a course in Medical Diagnosis, by Dr. W. K. S. Thomas; and a course in First Principles of Materia Medica, to be given the Freshman class by Dr. M. R. Horton, who for the past three years has given the Pharmacetics Course. The latter will be given this year by Mr. Lowell T. Clapp, of the firm of Otis Clapp & Son. The course in Clinical Medicine has been enlarged, and the Senior class will now have five hours a week for hospital bedside and didactic instruction.

Dr. J. Herbert Moore, the new Professor of Materia Medica elected in place of Dr. Frederick B. Percy, resigned, began his course to the two upper classes on Friday, October 7. Dr. Percy takes charge of the course in Clinical Medicine.

The friends of Dr. Frederick P. Batchelder, Professor of Physiology, are rejoicing in his recovery from weeks of trying illness. He was able to resume his lectures to the Sophomore class just previous to the Christmas recess.

Owing to a serious injury and consequent ill health, Dr. Woodman has been unable to give the courses in Microscopy and Histology this year, and Mr. H. W. Nowell, assistant in the pathological laboratory, is filling the vacancy with great acceptance.

Dr. H. R. Arndt, Field Secretary of the American Institute of Homœopathy, visited the school on December 15, and gave the students a stirring and inspiring address. Dr. Arndt is a veteran in homœopathy, and is doing splendid work in the field.

Dr. Samuel E. Fletcher, class of 1892, has just been reflected mayor of the city of Chicopee.

On December 31 Dr. W. H. Watters completed his tenth year of service in the Pathological Department, and his associates and assistants celebrated the anniversary by giving him a pleasant surprise.

Extensive improvements are being made in the hospital mortuary, which will make it possible to give the students adequate instruction in post-mortem work.

The annual initiation of Delta Chapter of the Alpha Sigma Fraternity was held at the school building on Tuesday evening, December 13. Eight members of the class of 1914 were regularly initiated,—Kirke L. Alexander, Clyde Bartlett, Samuel S. Cottrell, William G. Kinsley, James Y. Rodger, Clarence W. Sewall, and Robert I. Walker. A number of the graduate members of the Fraternity were present; and after the ceremonies of initiation were concluded, refreshments were served at the Fraternity rooms, 21 Worcester Square.

Recent Books

Christmas in Spain; or, Mariquita's Day of Rejoicing, by Sarah Gertrude Pomeroy. Dana Estes & Co., Boston.

Miss Pomeroy's charming little book is a delight, not only to children, but to grown-ups. The very cover rings of Christmas, with its cheery holly and bells of bright colors. It gives one at once the "Christmasy" feeling. The real spirit of Christmas, too, is in the story; it makes one realize the fun of giving to others, which is so good for both young and old to feel.

It is a pretty love-story, telling us at the same time many of the customs of Andalusia, which are so different from ours that the tale is quite refreshing. Charming Mariquita, the delightful officer papa, and the dear twins with whom Mariquita stops while she is "*en deposito*" are all well depicted.

The twins visit the hospital in Seville at the time of the Spanish-American War and take presents to the wounded soldiers; they call on the governor, go to Cock-crow mass, and are very busy, good little children.

Mariquita's loyalty to her soldier lover away in Cuba, her trials and prayers, hold the interest; and one rejoices with her that the little story ends happily, with her prayers all answered. Her parents' consent to her marriage is granted at last, owing to the kindness of the officer papa and the twins. The lover returns, and Mariquita hears him singing outside her window on Christmas eve:

"This night is the good night,
And therefore is no night of rest."

The illustrations, by Bertha D. Hoxie, are attractive. The frontispiece, showing the officer and the twins out for a walk, would appeal to children. The oranges and sweetmeats on the street-stand, and the illustration of the peasant man and woman with the cock, pig, and donkey — a combination which one sees so often in that sunny, wonderful land of Andalusia — are quite delightful, and also very Spanish. ISABEL ANDERSON.

Over the Nonsense Road, by Lucile Gulliver. Decorated cover, eight tinted half-tones, by F. Strothmann. D. Appleton & Co., New York. Price, \$1.50 net.

Choosing, after Miss Repplier's suggestion, that which pleases, but does not instruct, or that which instructs, but does not please, any normal child would promptly take "Over the Nonsense Road" in preference to the restrained text-book on Zoölogy that bars out the new species introduced in "The Jolly Bruang," "The Gay Baboon," "Grandmother Marmot," "The Courty Peeshoo," and "The Witching Wah."

Nine Years proved his preference by slipping away from dessert, unbeknownst, to renew acquaintance with the Gay Baboon, whom by accident he had seen enter the house along with his entertaining companions, all in the fresh, attractive volume by Lucile Gulliver (B. U. '06), done to relieve the writer of a host of happy fancies that have doubtless been pursuing her since childhood.

Enjoyment of these new specimens of unnatural-natural history in no way wars against the old loves; but rather from this pleasant Road of Fancy, mounting many times to the Heights of Imagination, we return to the familiar Way of Real Animals with a new sympathy for our old friends.

Of these creations, Grandmother Marmot, The Eternal Girl, whom years nor wrinkles can age, is easily the crowning achievement. In originality, the nonsense of this section places the writer among the very best of her class; and a matter of no small excellence is that the piquancy of the humor is preserved *without* resort to ill-nature or rudeness. Miss Gulliver proves herself a wholly genial mistress of fantastic exploit.

One of the finer literary touches is seen in the power to give personality to the day's changes: beautifully imaginative is the picture of the "Dark, creeping up the road," and of "the Afternoon, slipping and slipping away in the west."

A world of philosophy is opened to us

when we hear that "earthen houses all alike are just as fine as any kind so long as the great wide prairie rolls away and away on every hand; for the prairie air, and the prairie sky, and the prairie miles and miles are worth the whole wide world, you know, with the prairie stars at night."

The humor, charmingly airy for the most part, takes on a sort of grimness to some of us when we learn that "Mrs. Carrie Carter had a husband, and a bulldog, and two small boys, and she was n't afraid of anything in the world."

"Over the Nonsense Road" is so full of the qualities that make a real child's book entertaining to those beyond the years of childhood that we gladly drop off enough years to walk with our own children along this joyful way.

GRACE HASTINGS SHARP.

The Essence of Religion, by Borden Parker Bowne. (Houghton, Mifflin Co., Boston, \$1.50, net.)

The words of such a man as the late Professor Borden Parker Bowne cannot be forgotten nor ignored. Mrs. Bowne has done the world a great service in giving to all what remains as a life-giving force in the hearts of a few. "The Essence of Religion" is a remarkable book. One might say that it contains a complete exposition of Christian doctrine. All the great questions that are fundamental in Christian life and thought are here answered, and answered with such force and perspicuity that no room is left to doubt and uncertainty.

At the present time, only a few devout laymen and those in professional life read books of sermons. Doctrine, exegesis, and edification are relegated to the weekly pulpit discourse, while subjects of quite a different nature occupy the leisure hours. Most of us have lived so long with our doubts that they have become familiar, almost dear, to us. They used to be active and demonstrative, and gave some trouble; but our Christian faith has compounded with them until faith, doubts, and ourselves live very peaceably together. Why disturb our peace? Here enters "The Essence of Religion." The obedient servant of God will read it with delight, and his doubts will revive only to perish. The comfortable sceptic who has compounded with his doubts, and

hence with half-hearted Christian service, will read it with an oppressive sense of the burden that for years he has been carrying, and will realize that doubting God's will and doing God's will are incompatible. Clergymen will read it and then commit to the flames their accumulated stock of sermons and, let us hope, begin a new series in which righteousness and obedience are first, and theology and religion second.

But how can the philosopher become a preacher? For years we have been accustomed to think of Professor Bowne as the exponent of theistic idealism, and to read his books with admiration for his critical acumen, depth of thought, and trenchant style. He was never a lover of abstractions. The concrete world, the active, creative soul of man, and the immanent, energizing Deity were the constant topics of his thought and speech. Here we have the answer to the question "How he became a preacher." In these simple, but noble sermons he is still the critic and philosopher, but he never forgets the presence of the concrete world. It is not abstract righteousness and obedience to which he urges us, but to right living and good deeds; he does not admonish us that we must "get religion" in order to be saved, but to "work out our salvation" by simple obedience to that which we know is God's will, and to be assured that religion will care for itself. Obedience is the key-note of this beautiful symphony of life. Nothing is said of the "categorical imperative;" there is no abstruse discussion concerning free will and necessity; but a simple exhortation to obedience. The preacher cannot conceive that we can mistake his meaning. The whole significance of Christ's supremacy seems so clear to him that he has no doubt in his declarations. We are not to take up arms against the world in which we live, nor to retire into seclusion to escape the contest with evil; but to obey the divine command right here where we are. Our service, too, is not to be a grudging fulfilment of a hated duty, but a loving devotion to the Lord of life. Surrender to the power of evil is cowardice, no less than flight from the conflict. We read very little about rewards and punishments, but much about the kingdom of God and His righteousness. Between the lines we

seem to read: "Can there be a doubt of God's approval if we obey, and what more can we hope for? Can we expect to find God unless we seek for Him, and what worse fate can we fear than an unsuccessful quest?" To the student "The Essence of Religion" is worth more than volumes of theology. There is neither dogmatism nor scepticism in it; but sublime confidence and living trust are found on every page.

JOHN E. CLARKE.

The Book of Common Prayer; Its Origin and Growth, by J. H. Benton, LL.D. Boston. Privately printed, 1910.

Not long ago we read of an eminent lawyer who invariably after dinner on Sunday shuts himself up in his library and spends the afternoon and evening hours absorbed in the Greek and Roman classics. That seemed to us to be something fine. It gives us an indefinable confidence in a jurist when we learn that his legal mind is tempered and ennobled by glad and constant contact with some great humane element distinctly outside the pale of the law. For this reason we feel a special interest in Dr. Benton's recent work, "The Book of Common Prayer." Dr. Benton has for years given much of his leisure to the collecting of Prayer-Books and to the study of the history of this book. In a beautifully printed work of sixty-nine pages he has brought together the results of this study. Competent critics pronounce this to be, as to matters of historic fact, the most accurate account of the Prayer-Book that can be found. The book is privately printed, and the only sales will be through the W. B. Clarke Company of Boston. The entire proceeds of the sales will be turned over to the Mutual Benefit Association of Boston Public Library Employees.

The American Book Company deserves the lasting gratitude of classical scholars for their wide-visioned enterprise in publishing, with little hope of adequate financial returns, volumes of annotated Greek classics, and hand-books in various departments of Greek scholarship. Three of these latest volumes have just come to our table,—**Homer's Iliad**, First Three Books and Selections,

by J. R. Sitlington Sterrett, Professor of Greek in Cornell University; **Xenophon's Anabasis**, Books I-IV., by Professor J. W. Hewitt, of Wesleyan University, and Dr. M. W. Mather, late Instructor in Harvard University; and **Greek Religion**, by Dr. Arthur Fairbanks, Director of the Boston Museum of Fine Arts. The names of these editors are a sufficient guaranty of the excellence of the respective editions. We note with interest the inclusion of the Digamma in Professor Sterrett's edition of the Iliad. The cuts are inserted in the body of the text. The notes are clear, terse, and free from the pedantic multiplication of cross-references which in so many annotated editions of the ancient classics, by discouraging and bewildering the student, defeat the very purpose of the notes. Typographically and in general appearance the books of this series are far ahead of anything at present available for classical students either in Europe or in America.

Be Good to Yourself, Getting On, and The Miracle of Right Thought (Thomas Y. Crowell & Co.) are three books from the productive pen of Dr. Orison Swett Marden, class of '77, Editor of *Success*, which have just reached our table. These books are, like his others with which the reading public has been well acquainted, contributions to good literature for young people. Dr. Marden keeps steadily to high levels of character in all his appeals. A good conscience, common sense, a fine integrity, a cheerful and courageous temper, are qualities that his interesting pages make attractive and worthy of possessing by every human soul.

Messrs. Ginn & Co. have recently brought out an **Introduction to the Study of the Divine Comedy**, by Francesco Flaminio, translated by Dr. Freeman M. Josselyn, formerly Professor of Romance Languages in Boston University.

Among the new books recently announced by the Macmillan Co. are **The Building of the Church**, by Rev. Charles E. Jefferson, and **History of Education**, Vol. II., by Professor Frank P. Graves.



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No. 2

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answer for him, and say, In the
dark gray city. LONGFELLOW



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